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ABSTRACT

Designed as a component of the Navajo Bilingual Bicultural Curriculum, "Ch'al" is the first book in a series of three initial readers composed of a teacher's guide and student reader-workbook. Lessons are introduced the second semester of kindergarten or whenever the teacher feels the children are ready to begin reading and should not be longer than 20 minutes with each instructional group consisting of 6 to 10 students. The teacher's guide has two sections: pre-reading lessons and instructions for using the student reader-workbook. The pre-reading lessons are designed to teach children 11 sound/symbol associations in the Navajo language and to give the students experience with blending these sound/symbol associations into syllables. The pre-reading lessons are taught prior to introducing the children to the reader-workbook. The second section of the guide provides step-by-step instructions for using the student's reader-workbook and contains oral activities for introducing the new sound/symbol associations. Suggested lesson plans in English are provided. (ERB)

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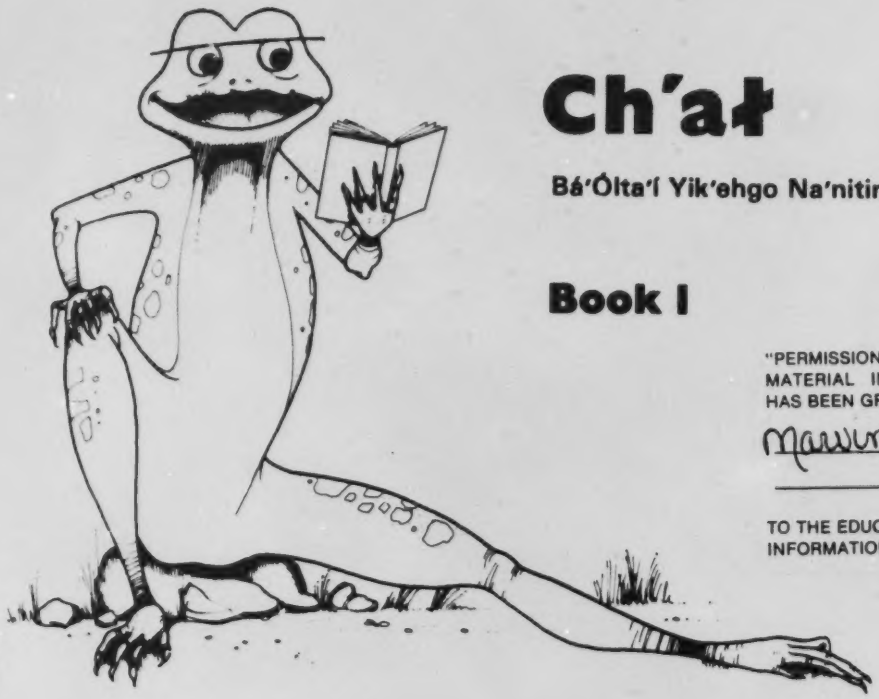

Ch'aɬ

Bá'Ółta'í Yik'ehgo Na'nitiní

Book I

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CH'AŁ has been developed in cooperation with Rock Point Community School, Chinle, Arizona 86503

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1966
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INTRODUCTION

Ch'ał is the first book in a series of three initial readers developed at Rock Point Community School. The three readers are termed the Initial Reading Series. The Rock Point Community School Board has given the Native American Materials Development Center (NAMDC) permission to revise the Initial Reading Series. The Series, as designed for use at Rock Point, was one component of several materials used to teach reading. Many of the other components of the Rock Point reading program have been integrated into the revised edition of the Initial Reading Series. NAMDC is very appreciative of the Rock Point School Board and school staff for allowing the Center to do the revision of the Series.

One of the essential steps in teaching reading is to begin children reading actual words and sentences as soon as possible. In a code emphasis (phonics) approach to reading, this essential step is somewhat delayed because children must first learn enough skills to build or decode words before they are ready to read. The purpose of the Initial Reading Series is to allow children an opportunity to decode words as soon as possible. The basic approach to teaching reading in the series is code emphasis. Eleven sound/symbol associations are introduced. Then these sound/symbol associations are blended into words. Rather than introducing all the sound/symbol associations possible in the Navajo writing system before introducing actual reading of words, the Initial Reading Series introduces eleven. The remaining consonant and vowel environments are introduced gradually throughout the series.

The basic format of the series is similar to the Sullivan Programmed Reading Series. But the Initial Reading Series is a teacher-directed program rather than a totally individualized approach.

Organization of Ch'ał

Ch'ał is composed of a teacher's guide and student reader-workbooks. The teacher's guide has two sections--the pre-reading lessons and instructions for using the student reader-workbook.

The pre-reading lessons are designed to teach children eleven sound/ symbol associations and to give the students experiences with blending these sound/symbol associations into syllables. The pre-reading lessons are taught prior to introducing the children to the reader-workbook.

The second section of the book provides step-by-step instructions for using the students' reader-workbook. This section also contains oral activities for introducing the new sound/symbol associations. These activities are similar to those used in the pre-reading section of the teacher's guide. Blending activities are suggested in the oral activities.

The student reader-workbook is separated into frames--two or three frames per page. The activities for a given frame are to be completed before moving to the next frame. The second section of the teachers' guide contains a copy of the student reader-workbook and provides instructions, frame by frame.

Ch'ał introduces 14 consonants and 15 vowels. A total of 23 words including two verbs are introduced. All of the words except the two verbs are single syllables. Each word is built unit by unit or by rhyming miminial pairs. Two words are introduced as sight words, aoo' and nidaga'.

When to Begin Ch'ał

Ch'ał is designed to be a component of the Navajo Bilingual Bicultural Curriculum (NBBC). Within the NBBC curriculum Ch'ał is introduced the second semester of kindergarten. The program can be introduced whenever teachers feel that children are ready to begin reading. For children who were not in a kindergarten program or were in a kindergarten program that did not teach initial reading, Ch'ał should be introduced during the first semester of first grade (unless children demonstrate that they are not ready to read).

Suggestions for Using Ch'ał

The pre-reading lessons may provide sufficient activities to assist the majority of children in developing the eleven sound/symbol associations. But some children may need additional activities before they master the sound/symbol associations. In these cases teachers can use activities similar to those suggested in the pre-reading lessons.

Ch'ał is most effectively used in small instructional groups of six to ten students. Children should be grouped according to individual needs. Children who are progressing at similar rates should be grouped together.

The activities for introducing new sound/symbol associations and blending skills are essential to decoding the printed page.

The length of each lesson should not be longer than 20 minutes at the kindergarten level. Thirty minutes would be a desirable period at the first grade level. If possible, two reading periods daily are desirable. The best times are early in the day and just after lunch.

The second section of the teacher's guide provides directions for each page of the student reader-workbook and for oral lessons. It is important that the teacher follow the directions closely the first 40 pages. In fact, the teacher may find it necessary to supplement these instructions, but the sequence should be followed. The oral lessons are used to introduce new sound/symbol associations. The activities are similar to those used in the pre-reading section of the teachers' guide. If additional instruction is needed, activities from the pre-reading section may be used to supplement the oral lessons.

Teachers should pre-read the material to be covered in the daily lesson. This is important for several reasons: 1) to anticipate problem areas; 2) to prepare additional instructions; 3) to determine reasonable places for ending the lessons; 4) to become familiar with the material.

Pacing will be an important factor in the lesson. Developing a good pace is essential in the use of the materials. Pre-reading each lesson should help the teacher so that she doesn't have to read the instruction for each frame, since most of the instructions are repetitive. She can underline new instructions where needed.

The pre-reading lessons and the oral lessons require alphabet cards. The teacher may use a set that is already available, make her own set or use the Initial Consonant and Vowel Cards available from the Native American Materials Development Center. If the set uses different illustrations than those stated in the lessons, the teacher will have to adjust the pre-reading and oral lesson accordingly, i.e., pre-reading lesson 1 calls for a card with the picture naadą́ą́', but the alphabet card the teacher has available uses the illustration naaltsoos, then the teacher

would use naaltsoos rather than naadą́ą́' throughout lesson 1.

Problem areas can be identified by writing notes in the teachers' edition; later a revision of the material can be written. For Ch'ał to become an effective tool, teacher feedback is essential. Mark problem areas, write in appropriate additions or suggestions.

Organizing for Reading Instruction

Grouping is necessary if this reading program is going to be successful. We suggest that the reading period be within a twenty minute period for kindergarten, and certainly no longer than 30 minutes for first grade. Also we suggest that the number of students be limited to about eight. This will give the teacher a chance to see if each child is progressing as he should, and that he is given an opportunity to respond to questions often.

We recommend that both the teacher and teacher aide be involved in teaching. This means that while the teacher aide is teaching Navajo literacy, the teacher could be teaching ESL or vice versa. The reading groups should be divided into two or three. The latter is preferable.

The following is a suggested morning schedule for a kindergarten class or first grade class:

Time	Group I	Group II	Group III
9:00 - 9:20	Read Ch'ał Book	Seatwork Activity	ESL
9:20 - 9:40	Seatwork Activity	ESL	Ch'ał
9:40 - 10:00	ESL	Ch'ał	Seatwork Activity

Then repeat the same procedure in the afternoon from one o'clock to two o'clock.

A suggested schedule for a class with two groups.

Time	Group I	Group II
9:00 - 9:20	ESL	Read Ch'ał Book
9:20 - 9:40	Read Ch'ał Book	ESL

Repeat the same schedule in the afternoon.

PRE-READING LESSON 1:

THE SOUND OF n

Bá'ólta'í	Ółta'í
Today we are going to talk about letters.	
Write n on the board. Have you seen this letter before?	aoo'
Where have you seen the letter?	(Alphabet cards or cards on the wall)
Every letter has its own name. Every letter has its own sound. Tell me the two things that every letter has?	bízhi' dóó diits'a'ígíí
Listen to these words and say the sound that each word begins with. Write each word on the board.	
na	/n/
náás	/n/
ni	/n/
nił	/n/
Do all of these words begin with the same letter?	aoo'
Point to the letter n alphabet card.	
The sound of this letter is /n/.	
Repeat, /n/.	/n/
Is /n/ the name of this letter?	nidaga'
Is /n/ the sound of this letter?	aoo'

Point to the letter n: What sound does this n have? /n/

The name of this letter is n. Everyone say n. Repeat n. n

The letter n has the sound /n/. If I point to this letter and ask you to give its sound, what will you say? /n/

If I ask for its name, what will you say? n

Is the name of a letter the same thing as the sound of a letter? nidaga'

(Point to n) What is the name of this letter? n

What is its sound? /n/

When you look at a letter and make its sound, you are reading the letter. If I look at this letter (pointing to n) and say /n/, am I reading the letter? aoo'

If I ask you to read the letter n, what will you say? /n/

Point to the letter n, what is the name of this letter? n

When I say the name of the letter, am I reading it? nidaga'

Read this letter (pointing) to n. /n/

If I ask you to print the letter that has the sound /n/, what letter will you print? n

The small letters have the same sounds as the capital letters. What sound does capital n have? /n/

What sound does the small n have? /n/

(Hold up the n card) Here you see the letter n and a picture of something. What is this a picture of? naadą́ą́'

Naadą́ą́' is a word. When I say the word naadą́ą́', do you hear the sound /n/? aoo'

When we talk, we say the sounds that make up words. Is naadą́ą́' a word? aoo'

Listen to the word naadą́ą́'. Does it begin with the sound /n/? aoo'

The word naadą́ą́' begins with the sound /n/. What is the first sound of the word naadą́ą́'? /n/

What letter has the sound /n/? n

If I want to write the word naadą́ą́', what letter shall I write first? n

ADDITIONAL PRACTICE

(These activities are for children who had difficulty with the previous lesson)

Point to the (N card), what is this a picture of? naadą́ą́'

Listen to the word naadą́ą́'. What is the frist sound of naadą́ą́'? /n/

This is the letter that makes the /n/ sound. What is its name? n

Is /n/ the name of this letter? nidaga'

Is /n/ the sound of this letter? aoo'

I am going to say some words. If the word begins with the /n/ sound, hold up your hands. If I said nił, would you hold up your hand? aoo'

If I said tsé would you hold up your hand? nidaga'

náás eidí

saad

adah

ni eidí

naaltsoos eidí

hał

neeyą́ eidí

(Pointing to N) Read this letter. /n/

When we read a letter, do we say its name? nidaga'

What do we say when we read it? diits'a'ígíí ájíniih

(Pointing to N) What is the name of this letter? n

What is the sound of this letter? /n/

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Who can read this letter? /n/

I want you to tell me some words that begin with the /n/ sound. (Write words on the board) Underline the initial n: What sound does this letter make? Repeat for each word. /n/

PRE-READING LESSON 2:

THE SOUND OF s

Note: This lesson requires the use of a pencil and paper in one activity.

Bá'ółta'í	Ółta'í
The letter s has the sound /s/. (Hold up the s card) /s/ is the first sound of the word sis. Is it the first sound of the word naadą́ą́'?	nídaga'
I am going to say some words. Everytime you hear a word with the s sound, raise your hand. If I say sis, will you raise your hand?	aoo'
saad	eidí
hał	
sin	eidí
sǫ'	eidí
sid	eidí
siil	eidí
What is the first sound of the word sis?	/s/
The name of the letter that makes /s/ sound is s.	
What letter does the word sis begin with?	s
I shall say some words. You say the sound that each word begin with. If I say sin, what will you say?	/s/
ni	/n/
siil	/s/

náás	/n/
sǫ'	/s/
nił	/n/
sid	/s/

(Hold up the n card) What is this a picture of?	naadą́ą́'
What is the first sound of the word naadą́ą́'?	/n/
What letter has that sound?	n
Pass out paper and pencils quickly. On your paper, write the first letter of the word naadą́ą́' (check).	n íidooliił
You wrote the letter n. What is the sound of the letter n?	/n/
(Hold up the s card) Is this naadą́ą́'?	nidaga'
Is it sis?	aoo'
What is the first sound of the word sis?	/s/
What letter has that sound?	s
On you paper, write the first letter of the word sis. (check)	s íidooliił
You wrote the letter s. What is the sound of the letter s?	/s/
Point to s. Read this letter.	/s/
The name of this letter is?	s

ADDITIONAL ACTIVITIES

(Activities may be used with children who are having difficulty with the sound/symbol associations for s) (Crayons and art paper are needed in one activity).

(Hold up the s card) What is this a picture of? sis

What sound does sis begin with? /s/

What is the name of the letter that makes the /s/ sound? s

We are going to draw a picture of something that starts with the /s/ sound. (Give students crayons and paper) After the pictures are completed, write the word under the illustrations.

Let's write down what we drew. (Ask each child what he drew and list the items on the board)

What letter does all these words begin with? s

What sound do they all begin with? /s/

Write s on the board. Let's read this letter. /s/

PRE-READING LESSON 3:

THE SOUND OF a

(Note: Pencils and paper are needed in one of the activities)

Bá'ólta'í	Ółta'í
Every letter has its own sound. Every letter has its own name. Tell me two things every letter has.	diits'a'ígíí dóó bizhi'
(Point to a) The name of this letter is a. Everyone say it. Repeat.	a
What does it have besides a name?	diits'a'ígíí
The sound of this letter is /a/. Repeat /a/.	/a/
Is /a/ the name of this letter?	nidaga'
Is /a/ the sound of this letter?	aoo'
The letter a has the sound /a/. If I point to this letter and ask you to give its sound what will you say?	/a/
If I ask for its name, what will you say?	a
Is the name of a letter the same thing as the sound of a letter?	nidaga'
(Point to a) What is the name of this letter?	a
What is its sound?	/a/
When you look at a letter and make its sound, you are reading the letter. If I look at	

this letter (pointing to a) and say /a/, am I reading the letter?	aoo'
But if I look at a letter and say its name, am I reading the letter or naming it?	yínízhí
(Hold up the s card) What is this a picture of? What is the first sound of the word sis? What letter has that sound?	sis /s/ s
(Pass out pencils and paper) On your paper write the letter that makes the sound you hear at the beginning of sis. You wrote s, what is the sound of s? What letter makes the /s/ sound?	s /s/ s
(Hold up the a card) Here you see the letter a and a picture of something. What is this a picture of?	anáá'
Anáá' is a word. When I say the word anáá' do you hear the sound /a/?	aoo'
When we talk, we say the sounds that make up words. Is anáá' a word?	aoo'
How do we read a letter? We look at the letter and we say its what?	diits'a'ígíí
If I ask you to read the letter a, What will you say?	/a/
If I ask you to print the letter that has the sound /a/, what letter will you print?	a

The small letters have the same sounds as the capital letters. What sound does capital a have? /a/

What sound does a small a have? /a/

Additional Activities

(To be used with the children who had difficulty with earlier activities with the sound of a.)

I am going to say some words. After each word you say the sound the word begins with.

anáá' /a/

náás /n/

aníí' /a/

acheii /a/

sáád /s/

ak'ǫǫ' /a/

(Hold up the a card) What is this a picture of? What sound does ánáá' begin with? (Pointing to the a) What is the name of this letter? anáá' /a/ a

Read this letter. /a/

Making an a book. Have children draw a picture of something that begins with the sound of /a/. When completed write the word under each picture. The book may be bound for a class book.

PRE-READING LESSON 4:

THE SOUND OF á

(Note: This lesson will require pencils and paper.)

Bá'ólta'í — Ólta'í

Listen to the word áchɨɨh. The first sound of the word áchɨɨh is /á/. Repeat /á/. — /á/

There is a letter that has the sound /á/. Is it the letter s? — nidaga'

(Hold up or point to á) The name of this letter is a deigo diits'a'ígíí. Say it. — a deigo diits'a'ígíí

Repeat.

I am going to say some words. You listen to all the words, and after I say each word you say the sound that it begins with. If I say áchɨɨh, you'll say /á/. If I say ách'ɨ', what will you say? — /á/

Now listen to these words and say the sound that each begins with:

ádaa	/á/
anáá'	/a/
ádin	/á/
ánii'	/á/
anii'	/a/

The sound of this letter is /á/. Repeat the sound. — /á/

What is the name of the letter that has the sound /á/? — a deigo diits'a'ígíí

(Point to a) What is the name of this letter?	a
What is its sound?	/a/
If I ask you to read it, do you say a or /a/?	/a/
(Point to á) What is the sound of this letter?	/á/
When we read letters, do we say their sounds or their names?	dadiits'a'ígíí
(Point to a) Read this letter.	/a/
(Point to á) Read this letter.	/á/
(Hold up the a card) What is this a picture of?	anáá'
What is the first sound of the word anáá'?	/a/
What letter has that sound?	a
(Pass out pencils and paper). On your paper, write the first sound of the word anáá'. (Check)	a íidooliił
You wrote the letter a. What is the sound of the letter?	/a/
(Hold up the á card) Is this anáá'?	nidaga'
Is it áchíįh?	aoo'
What is the first sound of the word áchíįh?	/á/
What letter has that sound?	a deigo diits'a'ígíí
On your paper, write the first letter of the word áchíįh. (check)	á íidooliił
Listen to the word anáá'. Does it begin with the sound /a/?	aoo'

The word anáá' begins with the sound /a/.	
What is the first sound of the word anáá'?	/a/
What letter has the sound /a/?	a
If I want to write the word anáá', what letter shall I write first?	a
What is the sound of the letter a?	/a/
What letter does the word anáá' begin with?	a
Point to á. What is the sound of this letter?	/á/
When we read a letter, what do we say?	diits'a'ígíí ájíniih
(Hold up the a card) Read this letter.	/a/
(Hold up the á card) Read this letter.	/á/

ADDITIONAL ACTIVITIES

Listen to the word áchį́įh. What is the first sound in this word?	/á/
(Write á) The name of this letter is, a deigo diits'a'ígíí.	
The sound of this letter is /á/. Say it.	
Repeat.	/á/
What is the sound for á?	/á/
Say some words that start with á. Write them on the board as children give you words.	
Here the teacher might do some exaggerating when making the high a sound.	
Some suggested words. Teacher should list other words.	

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Suggested words:

ádin

át'é

áyą

ákó

ásáá'

PRE-READING LESSON 5:

Blending Letters

Bá'ólta'í	Ółta'í
We can print letters together and read them together. (Print na on the board) How many letters have I printed together?	naaki
The first letter is n. What is the second letter?	a
I shall read these two letters together /na/. Now you read it.	/na/
na is a syllable. (Point to na) Who can read this syllable?	/na/
What is the name of the first letter?	n
What is the name of the second letter?	a
What is the sound for n?	/n/
(Point to na) Read this syllable.	/na/

I am going to say some words. Some will start with /na/, others will not. If a word starts with /na/ tell me. The teacher could call on individual students if she desires.

na'	eidí
naadą́ą́'	eidí
anáá'	
naa'aash	eidí
jooł	
naa'ołí	eidí

(Write na) If we put these letters together and I ask you to read it, would you read the letters separately?	nidaga'
How would you read it?	t'áá'áłah
Will everyone read it?	/na/
Is na a syllable?	aoo'
(Point to n) Read this letter.	/n/
(Point to á) Read this letter.	/á/
(Write ná) If I write these two letters together, how would you read it?	t'áá'áłah
(Point to ná) Read this.	/ná/
Is /ná/ a syllable?	aoo'
(Write na.) Read this syllable?	/na/
(Write ná) What are the names of these two letters?	n dóó a deigo diits'a'ígíí
(Point to ná) Everyone read this.	/ná/
What does ná mean?	ná áshłéé́h

PRE-READING LESSONS 6:

THE SOUND OF e

(Paper and pencils are needed in this lesson)

Bá'ółta'í — Ółta'í

I am going to say some words. You listen to all the words, and after I say each word you say the sound that it begins with. If I say e'e'aah, you'll say /e/. If I say e'elyaa, what will you say? /e/

Now listen to these words and say the sound that each begins with.

e'e'aah /e/

e'e'eeł /e/

e'elyaa /e/

e'el'įįgi /e/

I said the words e'e'aah and e'e'eeł. Each of these words begin with the same sound. What is the sound? /e/

The letter that has the sound /e/ is e.

Repeat e. e

If I wanted to write each of the words e'e'aah and e'e'eeł what letters would I begin with? e

The sound of this letter is /e/. Repeat the sound. /e/

What is the name of the letter that has the sound /e/?	e
When we read a letter, do we say its name?	nidaga'
Do we say its sound?	aoo'
(Point to a) What is the name of this letter?	a
What is its sound?	/a/
If I ask you to read it, do you say a or /a/?	/a/
(Point to e) What is the sound of this letter?	/e/
When we read letters, do we say their sounds or their names?	dadiits'a'ígíí
(Hold up the e card) Is this anáá'?	nidaga'
Is it e'e'aah?	aoo'
What is the first sound of the word e'e'aah?	/e/
What letter has that sound?	e
On your paper, write the first letter of the word e'e'aah. (check)	e íidoolíił
You wrote the letter e. What is the sound of the letter e?	/e/
What is the sound for n?	/n/
(Write ne) Who can read this for me? Ask for group or individual response.	/ne/

Is ne a syllable?	aoo'
Erase the board. Who can write ne on the board? Teacher might ask for a volunteer.	ne íidoolíił
Tell me two things about the letter e.	bízhi' dóó diits'a'ígíí hóló
What about the letter n? Does it have a name and a sound?	aoo'
(Point to ne) How do you read this?	/ne/
When you see n all alone can you read it?	aoo'
(Point to na) How do you read this?	/na/
(Write ne and na) Are these two syllables?	aoo'
(Erase and write ná) Can someone read this for me?	/ná/
We have learned three syllables that start with n. What are they? The children may need help.	/ne/ /na/ /ná/
(Point to na, ne, ná) Who can read these syllables?	/na/ /ne/ /ná/

PRE-READING LESSON 7:

THE SOUND OF é

(Paper and pencils are needed in this lesson)

Bá'ółta'í	Ółta'í
(Hold up the é card and point to é) What is the name of this letter? Help students if they need help.	e deigo diits'a'ígíí
The sound of this letter is /é/. Say it. Repeat.	/é/
What is the name of the letter that has the sound /é/?	e deigo diits'a'ígíí
(Point to é) What is the sound of this letter?	/é/
When we read letters, do we say their sounds of their names?	diits'a'ígíí
(Point to e) Read this letter.	/e/
(Point to é) Read this letter.	/é/
(Hold up the e card) What is this a picture of?	e'e'aah
What is the first sound of the word e'e'aah?	/e/
On your paper, write the first letter of the word e'e'aah. (check)	e íidooliił
You wrote the letter e. What is the sound of the letter e?	/e/

What is the first sound of the word étłohí?	/é/
What letter has that sound?	e deigo diits'a'ígíí
On your paper, write the first letter of the word étłohí. (check)	é íidoolííł
You wrote the letter e deigo diits'a'ígíí. Now read it.	/é/

Now listen to these words and say the sound that each begins with.

étłohí	/é/
e'e'aah	/e/
e'elyaa	/e/
é'él'į	/é/

When we read a letter, how do we do it?	diits'a'ígíí jółtah
(Print e) Read this letter.	/e/
(Print é) Read this letter.	/é/

PRE-READING LESSON 8:

THE SOUND OF i

Bá'ółta'í	Ółta'í
Show the students the picture card for i. Briefly talk about the picture and make sure the students know that the picture is of ił.	
What is in the picture?	ił
What is the first sound in ił?	/i/
Yes, the sound for i is /i/.	
(Point to i) The name of this letter is i.	
Say i. Repeat.	i
If I ask you to write i, do you think you can write it? Ask a student to write i.	aoo', i íidooliił
Now I am going to say a few words that begin with the /i/ sound. Every time you hear a word that begins with /i/, raise your hand.	
If I say yoo' would you raise your hand?	nidaga'
If I say i'deesdlo' would you raise your hand?	aoo'
inaanish	eidí
saad	
i'deesdlo'	eidí
naadą́ą́'	
ił	eidí

(Point to i) Will someone tell me the name of this letter and its sound?	i wolyé diits'a'igíí éi /i/	
Remember we said we could put letters together. Then we read them together, (print ni on the board) How many letters have I printed?	naaki	
(Point to ni) I shall read these two letters together ni. Now you read them.		/ni/
Is ni a syllable?	aoo'	
(Point to ni) Who can read this syllable?		/ni/
(Erase the board and print i) Read this letter.		/i/
(Print n after i to from in) Now read these two letters.		/in/
What is the name of the first letter?	i	
What is the name of the second letter?	n	
Read the syllable.		/in/
(Write s) Who can read this letter?		/s/
Everyone read it.		/s/
(Write s before in) Who can read this word?		/sin/
Let's all read it.		/sin/

PRE-READING LESSON 9:

THE SOUND OF ts

(Paper and pencils are needed in this lesson)

Bá'ółta'í	Ółta'í
The unit * ts has the sound /ts/. (Hold up the ts card) /ts/ is the first sound of the word tsé. Is it the first sound of the word jooł?	nidaga'
The sound of this unit is /ts/. Repeat the sound.	/ts/
The unit that has the sound /ts/ is ts. Repeat ts.	ts
When we read a unit, do we say its name?	nidaga'
Do we say its sound?	aco'
(Point to s) What is the name of this unit?	s
What is its sound?	/s/
If I ask you to read it, do you say s or /s/?	/s/
(Point to ts) What is the sound of this unit?	/ts/
When we read units, do we say their sounds or their names?	dadiits'a'ígíí

* The word unit is introduced at this time. It refers to any letter or group of letters that represent one Navajo grapheme (sound) i.e. a represents /a/, ts represents the sound /ts/, therefore both a and ts are units.

I am going to say some words. Every time you hear a word with the /ts/ sound, raise your hand. If I say tsé, will you raise your hand? aoo'

tsin eidí

jish

tsah eidí

tsidił eidí

sǫ'

tsíid eidí

(Point to s) Read this unit. /s/

(Point to ts) Read this unit. /ts/

(Hold up the s card) What is this a picture of? sis

What is the first sound of the word sis? /s/

What unit has that sound? s

On your paper, write the first unit of the word sis. (check) s íidoolíił

You wrote the unit s. What is the sound of the unit s? /s/

(Hold up the ts card) Is this sis? nidaga'

Is it tsé? aoo'

What is the first sound of the word tsé? /ts/

What unit has that sound? ts

On your paper, write the first unit of the word tsé. (check) ts íidoolíił

You wrote the unit ts. What is the sound

of the unit ts? /ts/

(Print tsin on the board) What is the name

of the first unit? ts

(Point to tsin again) Everyone read this word. /tsin/

PRE-READING LESSON 10:

THE SOUND OF k

(Paper and pencils are needed in this unit)

Bá'ółta'í	Ółta'í
Listen to the word kin. The first sound of the word kin is /k/. Say it. Repeat.	/k/
There is a unit that has the sound /k/. Is it the unit ts?	nidaga'
(Hold up or point to k) Is this a unit?	aoo'
The name of this unit is k. Repeat k.	k
(Hold up the k card) What is this a picture of?	ké
What is the first sound of the word ké?	/k/
What unit has that sound.	k
On your paper, write the first unit of the word ké. (check)	k íídoolíił
What is the sound of the unit k?	/k/
(Print k) Read this unit.	/k/
When I say read this (Point to k) Do you say k?	nidaga'
How would you read it?	/k/
(Write kin on the board) Who can read this word?	kin
Does kin end with /n/?	aoo'

What unit has the sound /n/?	n	
What is the name of the middle unit?	i	
What sound does i have?		/i/
What unit does the word kin begin with?	k	
What sound does k have?		/k/
(Write the letters as children are naming them) When I write kin on the board what unit do I begin with?	k	
What unit comes next?	i	
What is the last unit?	n	
Read the word. Do we read the word from left to right?	kin acoʼ	

(Write the following syllables on the board)

ki

ké

ka

ká

Look at the first syllable and let's read it together.		/ki/
Who can read the second syllable.		/ké/
Who can read the third syllable.		/ka/
Who can read the fourth syllable.		/ká/
Let's read all the syllables together.		/ki/ /ké/ /ka/ /ká/

PRE-READING LESSON 11:

THE SOUND OF t

(Paper and pencils are needed in this lesson)

Bá'ółta'í — ółta'í

(Hold up the t card) /t/ is the first sound of the word táchééh. Is it the first sound of the word ké. — nidaga'

I am going to say some words. Every time you hear a word with the /t/ sound raise your hand.

If I say télii, will you raise your hand? — aoo'

táá' — eidí

ké

tin — eidí

tį' — eidí

kǫ'

tązhii — eidí

tó — eidí

(Point to t) The sound of this unit is /t/. Repeat the sound. — /t/

The name of the unit that has the sound /t/ is t. Say t. Repeat. — t

(Point to t) What is the name of this unit? — t

What is its sound? — /t/

If I ask you to read it, do you say t or /t/? — /t/

(Hold up the t card) What is this a picture of? táchéédh

Táchéédh begins with the t sound. What is the t sound? /t/

On your paper write the unit that the word táchéédh starts with. t íidoolíił

What unit did you write? (check) t

When I say the words this time. I want you to tell me the name of the letter that each word begins with.

télii	t
anáá'	a
tó	t
táá'	t
íł	i
tin	t
áchíįh	á
tązhii	t
e'e'aah	e

(Print t) Read this unit. /t/

(Print e) Read this unit. /e/

(Print te) Read this syllable. /te/

(Print ta) Read this syllable. /ta/

(Print ti) Read this syllable. /ti/

PRE-READING LESSON 12:

THE SOUND OF t'

(Paper and pencils are needed in this lesson)

Bá'ółta'í — Ółta'í

(Write t' on the board) We will be looking at this unit. The name of this unit is t stop.

Repeat t stop. — t stop

(Point to t') The sound of this unit is /t'/.

Say it. Repeat. — /t'/

I am going to say some words. After I say each word, I want you to say the sound the word begins with. If I say t'iis, what will you say? — /t'/

Now say the first sound of each word.

t'ah — /t'/

ádin — /á/

e'e'aah — /e/

t'óó — /t'/

t'eesh — /t'/

t'ą́ą́' — /t'/

(Print t') Is this a? — nidaga'

What is the name of this unit? — t stop

What is the sound for t'? — /t'/

(Hold up the t' card) What is this a picture of? — t'iis

40

T'iis begins with the /t'/ sound. What is the name of this sound?	t stop
If I want to write the word t'iis, what unit shall I start with?	t stop
What is its sound?	/t'/
If I ask you to read it, do you say t stop or /t'/?	/t'/
(Point to t) What is the sound of this unit?	/t/
(Point to t') Read this unit.	/t'/

When I say the words this time, I want you to write on your paper the unit that each word starts with.

t'iis	t'
sin	s
t'eesh	t'
kin	k
t'ą́ą́'	t'
e'e'aah	e
t'ah	t'

(Print t'a and t'i on the board) How many syllables have I written on the board?	naaki
(Point to t'i) Who can read this syllable? (Help blend the sounds)	t'i
(Point to t'a) Who can read this syllable? (Help blend the sounds)	t'a

SEQUENTIAL INTRODUCTION OF UNITS AND WORDS

IN READER-WORKBOOK

Page	Sound	Words
Page 1	a,á	
Page 2	t	
Page 3	t'	
Page 4	e	
Page 5	é	
Page 7		át'é
Page 8	i	
Page 9	s,n	
Page 10		sin
Page 12	k	kin
Page 14		tin
Page 16	ts	tsin
Page 18	ii	
Page 19	íí	
Page 20	d	díí
Page 23	o,oo	
Page 25		doo
Page 26		da
Page 28	ée*	át'ée**
Page 33		aoo', nidaga'
Page 35	sh	díísh
Page 41		sid
Page 42	ł	łid
Page 43		łid

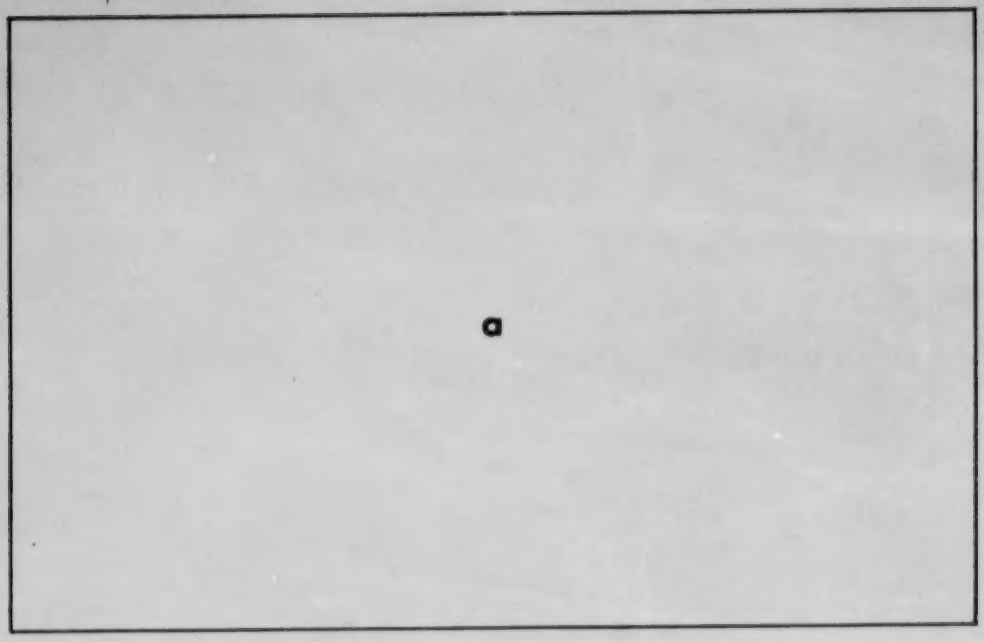
Page	Sound	Words
Page 46	ch'	
Page 47		ch'ał
Page 49	h	hał
Page 52	ǫ,ó	
Page 53	ł,ǫ́	hółǫ́
Page 54	í*	ísh
Page 55	ee,b	bee
Page 56		ch'ah
Page 57	ǫ́ǫ*	hółǫ́ǫ**
Page 58		Kii
Page 61	g	gah
Page 63	aa,'	
Page 64		Baa'
Page 65		hosh
Page 66		ch'osh

* Unit introduced in context, require no specific preparation native speaker makes the sound naturally due to environment.

** Not considered new words - variations of át'é and hółǫ́ gives no change in word meaning.

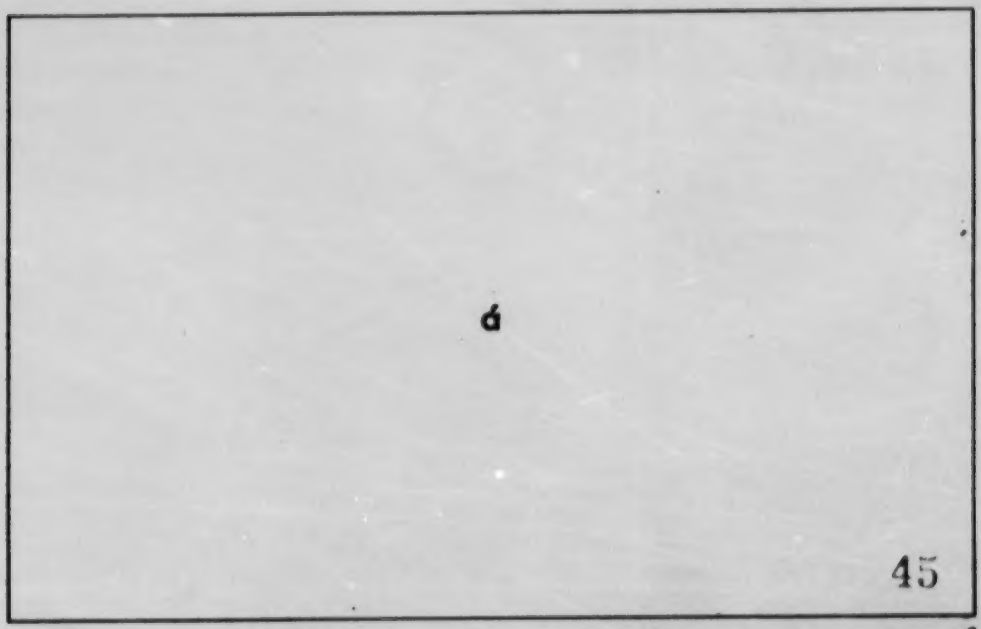
Frame 1

Look at the top frame.
What is the name of this unit?
Can you make the sound of this unit?



Frame 2

Look at the bottom frame.
What sound does this unit make?
What is the name of this unit?



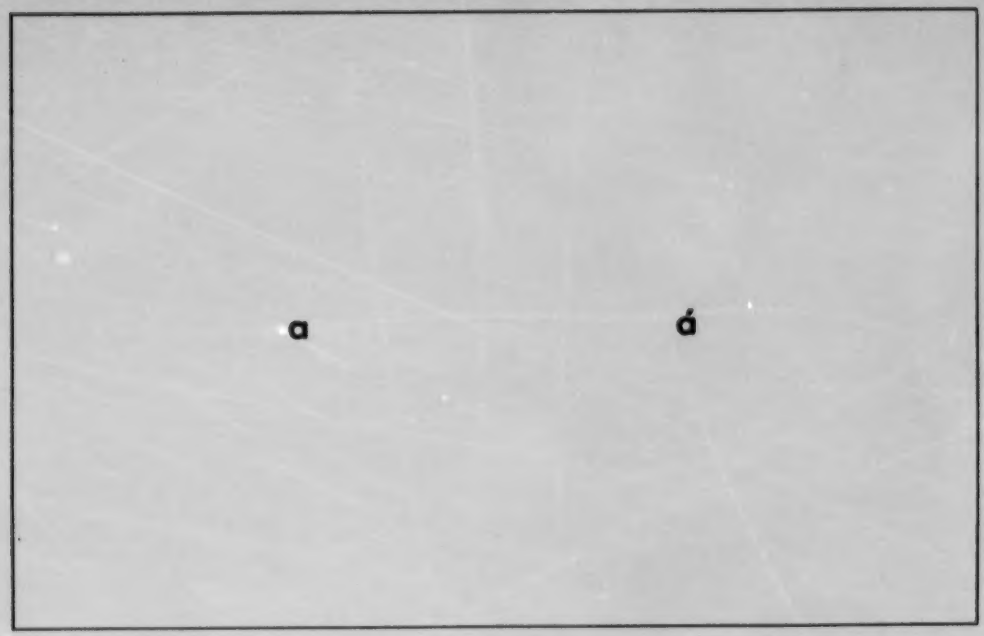
44

45

1

Frame 1

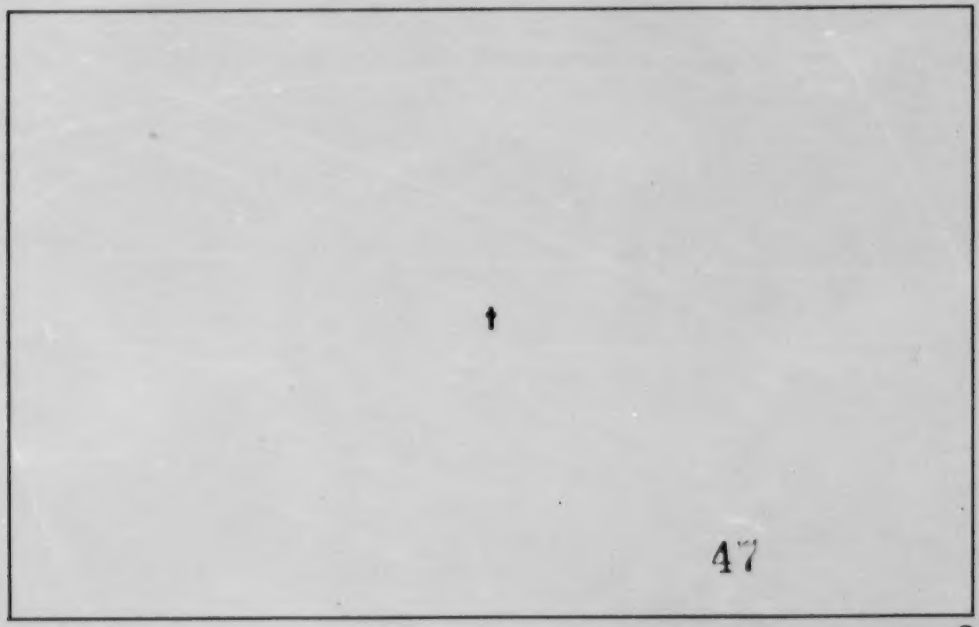
Look at the top frame.
Circle the unit that has the /á/ sound.
Check quickly. Read the first unit.
What is the name of the first unit?



Frame 2

Look at the bottom frame.
What is the name of this unit?
What sound does it make?

46

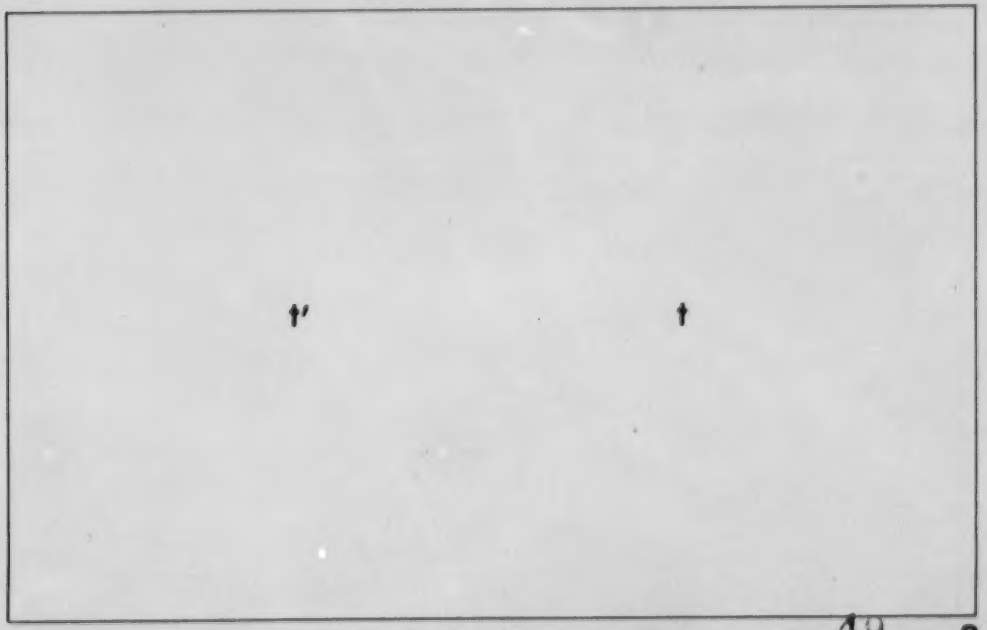


Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?

Frame 2

Look at the bottom frame. Circle the unit that has the /t/ sound. Check quickly.
What is the name of the other unit?
Read that unit.

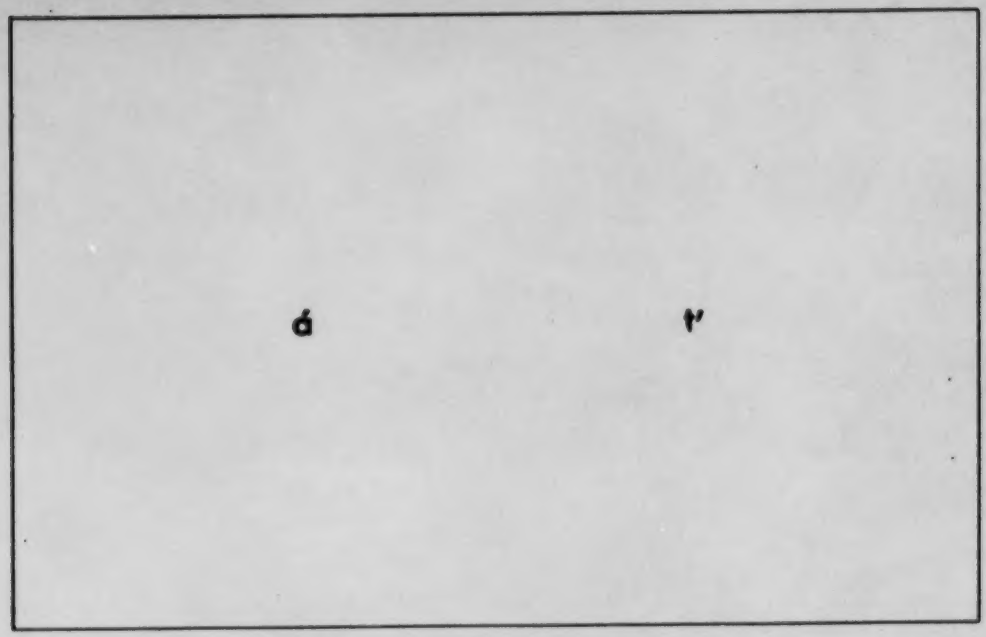


48

49

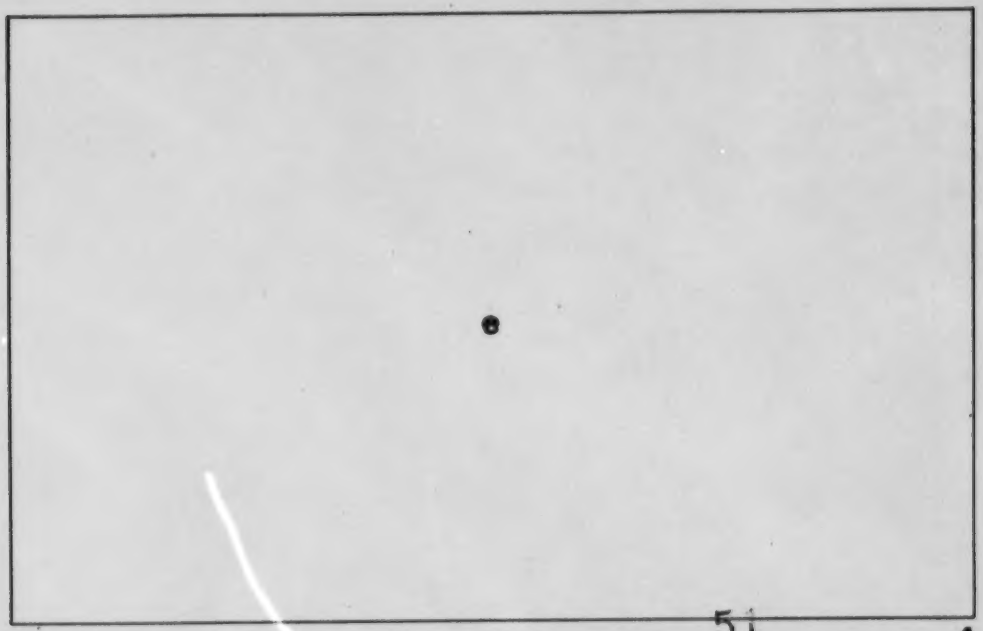
Frame 1

Read the first unit.
What is the name of the first unit?
Read the second unit.
What is the name of the second unit?



Frame 2

What is the name of this unit?
What sound does it make?
Everyone read the unit.



50

51

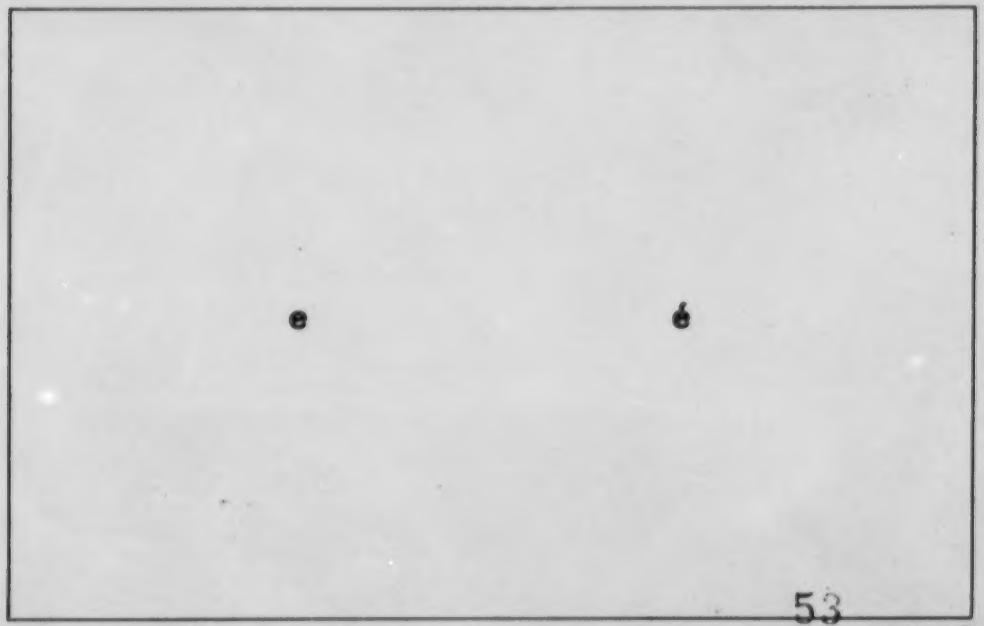
4

Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?

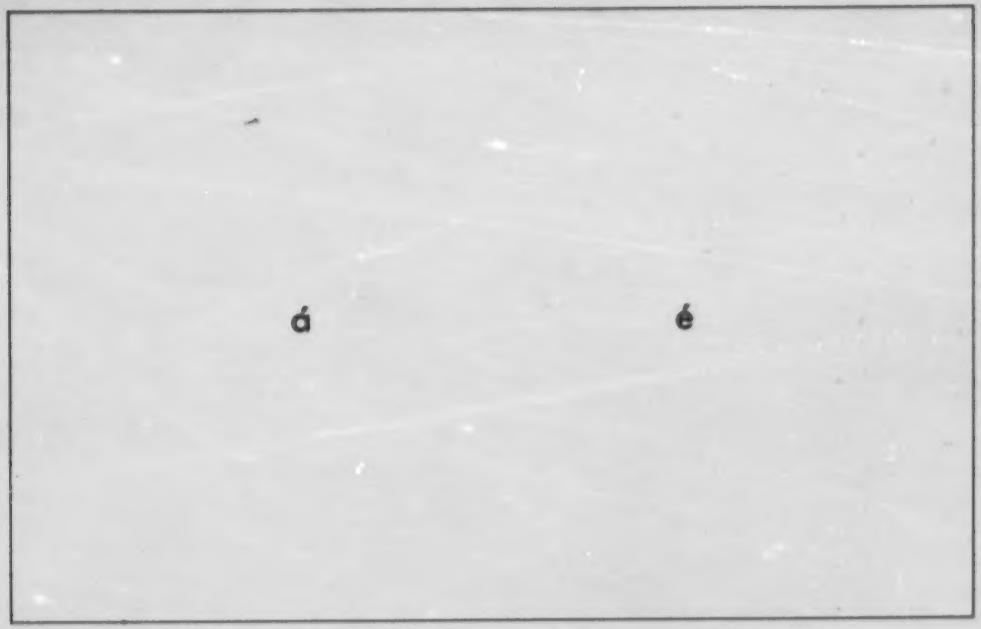
Frame 2

Look at the bottom frame.
Circle the unit that makes /é/ sound.
What is the name of this unit?
Read the other unit.
What sound does it make?
What is it's name?



Frame 1

Read the first unit.
Read the second unit.
What sound does the first unit make?
What is the name of the second unit?

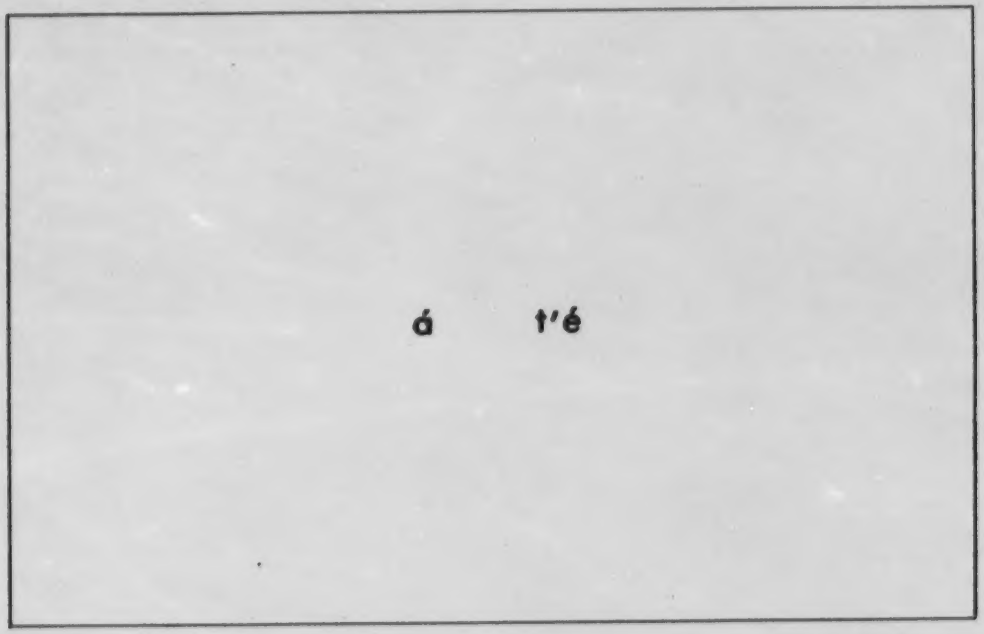


Frame 2

Read the first unit.
Read the second unit.
Who can read the units together?
(Note: If no one can read the syllable the teacher should read it and model for the group)
Let's all read it together. Again.
Call on individuals to read.

Frame 1

Look at the top frame.
Read the first unit. /á/
Read the next two units together.
Who can read the word?
(Again the teacher may have to assist the students.)

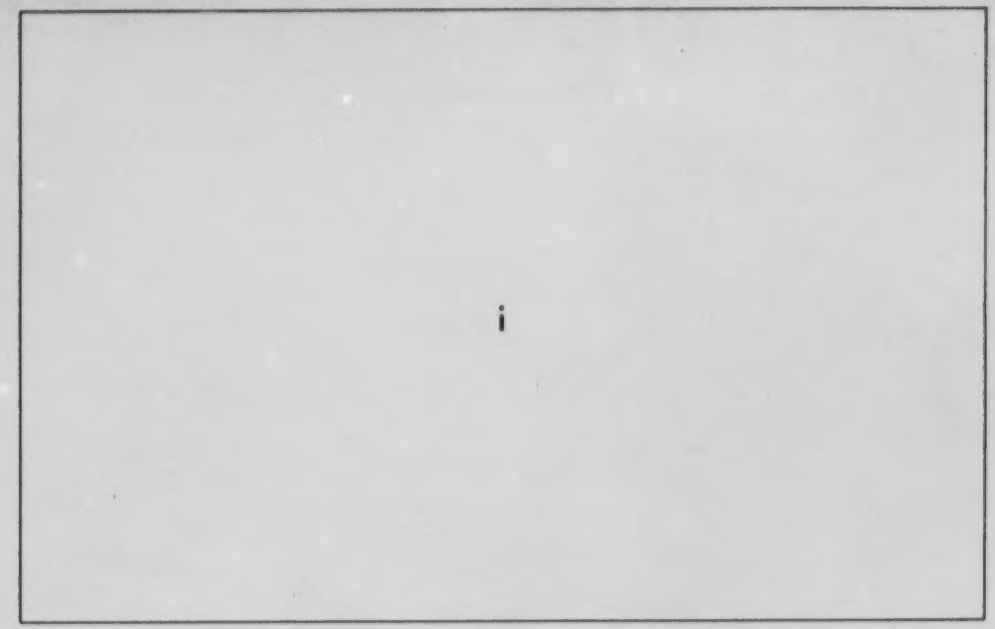


Frame 2

Look at the bottom frame.
Call on individuals to read.
What does this word mean?
(Again the teacher may have to help the child because the word is somewhat abstract.)

Frame 1

Look at the top frame.
What is the name of this unit?
What sound does this unit make?



Frame 2

Look at the bottom frame.
Circle the unit that has the /á/ sound.
Check quickly.
Read the second unit.
What is the name of the second unit?

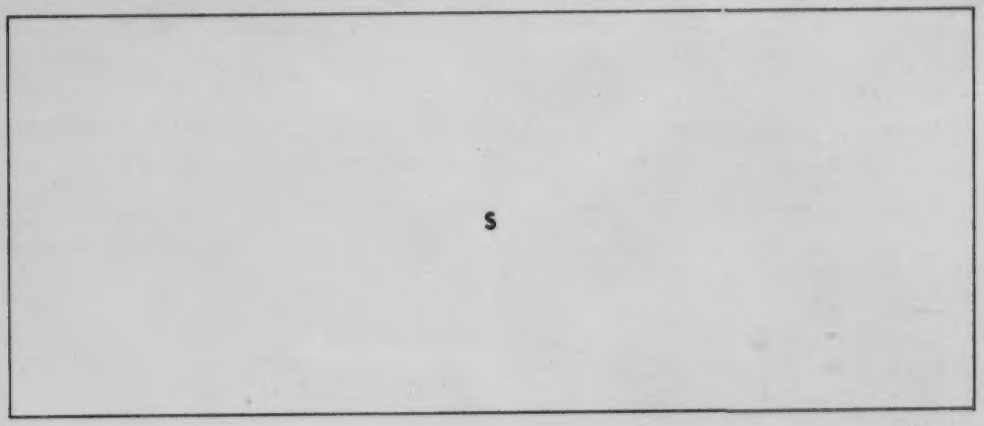
58

59

8

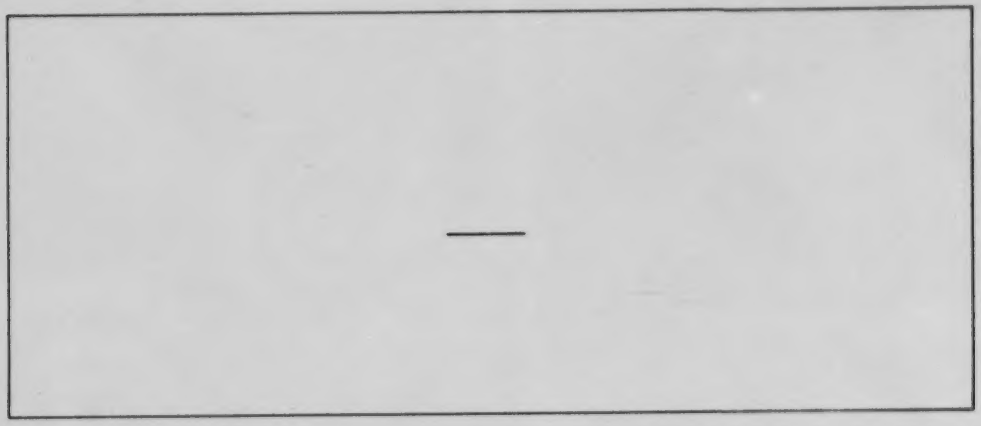
Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?



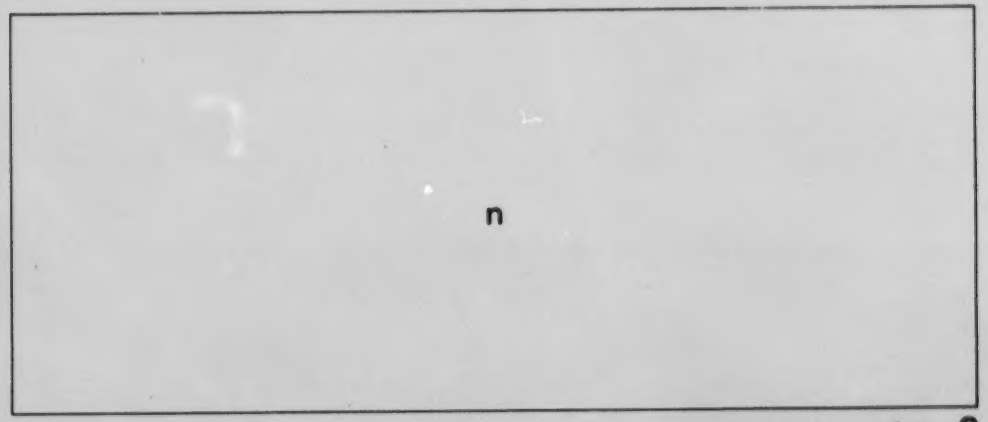
Frame 2

Look at the middle frame.
On the blank write the unit that has the /s/ sound.
Check quickly.



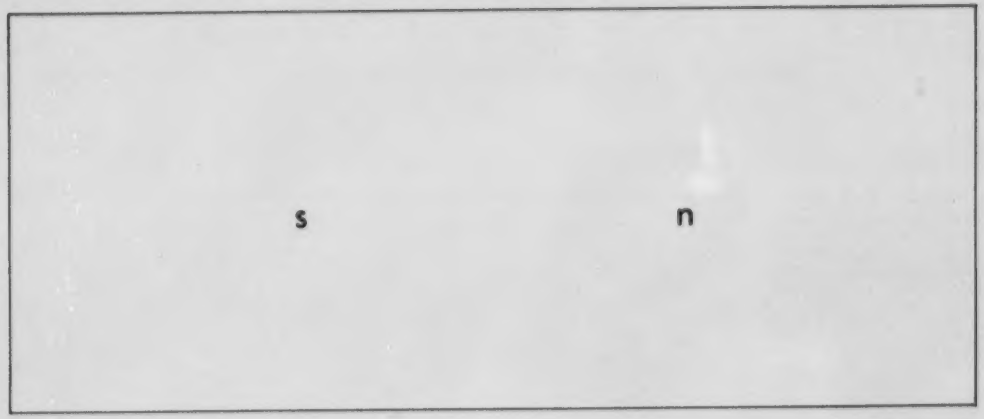
Frame 3

Look at the bottom frame.
What is the name of this letter?
What sound does it make?



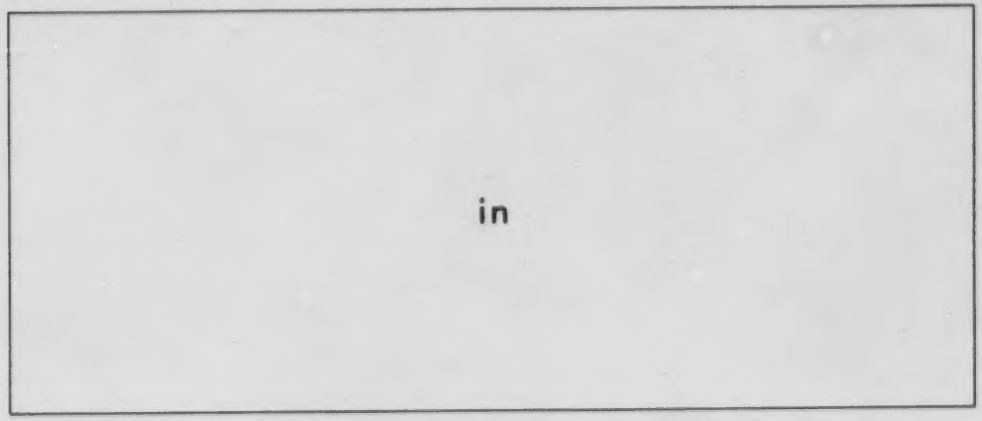
Frame 1

Look at the top frame.
Read the first unit.
Read the second unit.
What is the name of the first unit?
What is the sound of the second unit?



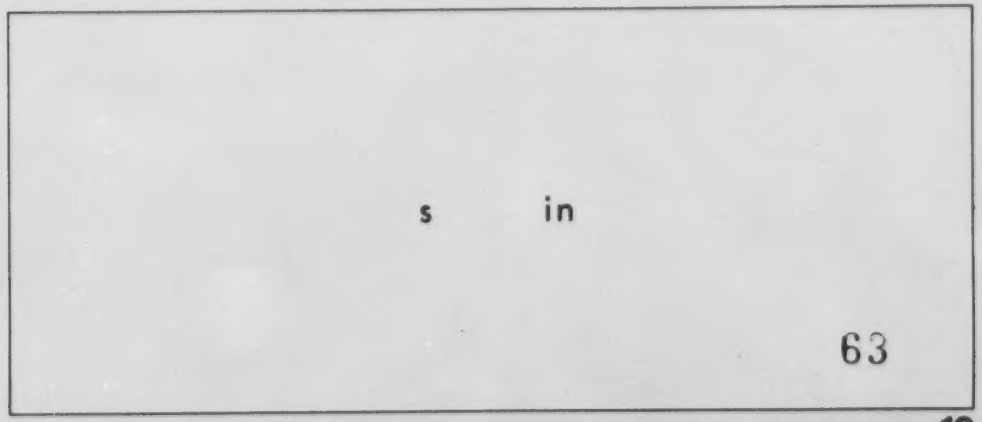
Frame 2

Look at the middle frame.
Read the first unit.
Read the second unit.
Who can read both units together?
(Teacher may have to assist using the chalkboard) Let's all read it together.



Frame 3

Look at the bottom frame.
Read the first unit.
Read the last two units together.
Who can read the word?
(Teacher may have to assist using the chalkboard) Let's all read it together.



62

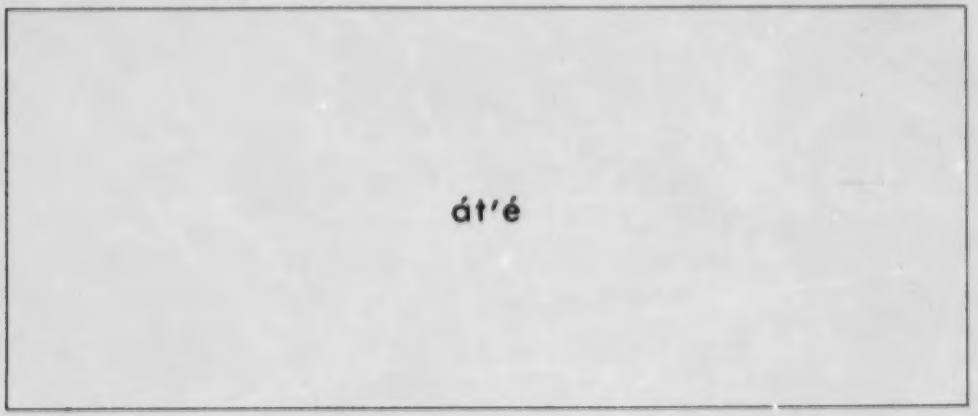
63

Frame 1

Look at the top frame.
Call on individuals to read the word.

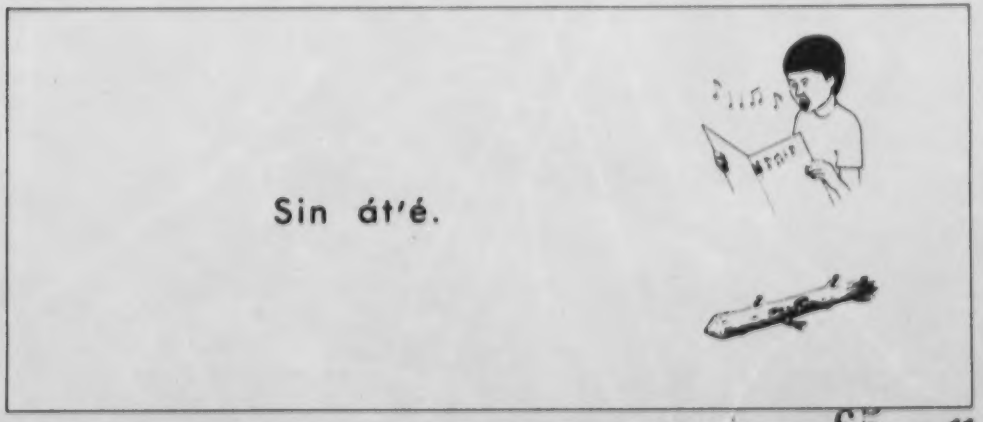
Frame 2

Look at the middle frame.
Who can read this word?
Call on individuals to read.



Frame 3

Look at the bottom frame.
Who can read the first word?
Who can read the second word?
Everyone read it together.
Which picture is the sentence about?
Circle that picture.
What sound does the sentence begin with?
What sound does the sentence end with?



Frame 1

Look at the top frame.
What is the name of this letter?
What sound does it make?

k

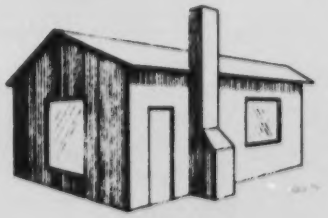
Frame 2

Look at the middle frame.
Read the first unit.
Read the last two units together.
Who can read the word?
Everyone read it together.

k in

Frame 3

Look at the bottom frame.
Have each student read the word.
What does kin mean?



kin

66

67

Frame 1

Look at the top frame.
Read the first word.
Read the second word.
Call on individuals to read.
How are the words the same?
How are the words different?

sin kin

Frame 2

Look at the middle frame.
Read the first word.
Read the second word.
Who can read the sentence?
Individuals read the sentence.
Which picture is the sentence about?
Circle the picture the sentence is about.
*What does the sentence begin with?
*What does the sentence end with?
*(Capital K and a period)

Kin át'é.

Frame 3

What is the name of this unit?
What sound does it make?
Call on individuals to read the unit.

t

Frame 1

Look at the top frame.
Read the first unit.
Read the last two units together.
Who can read the word?
Everyone read the word.

t in

Frame 2

Look at the middle frame.
Call on individuals to read the word.
What does the word mean?

tin

Frame 3

Look at the bottom frame.
Read the first word.
Read the second word.
Read the third word.
How are the words the same?
How are the words different?

sin kin tin

70

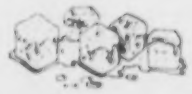
71

14

Frame 1

Look at the top frame.
Read the first word.
Read the second word.
Who can read the whole sentence?
Call on individuals to read.
Circle the picture the sentence is about.
What does the sentence end with?

Tin át'é.



Frame 2

Look at the middle frame.
Who can read the whole sentence?
Call on other individuals to read.
Circle the picture the sentence is about.
What does the sentence begin with?

Sin át'é.

Frame 3

Look at the bottom frame.
Who can read the whole sentence.
Call on other individuals to read.
Circle the picture the sentence is about.
What does the sentence begin with?
What does the sentence end with?

Kin át'é.

Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?

ts

Frame 2

Look at the middle frame.
Read the first unit.
Read the last two units together.
Who can read the word?
Everyone read the word.

ts in

Frame 3

Look at the bottom frame.
Call on individuals to read the word.
What does tsin mean?
Discuss the meaning.

tsin

16

Frame 1

Look at the top frame.
Who can read the first word?
Who can read the second word?
Call on individuals to read both words.
How are the words the same?
How are the words different?

sin tsin

Frame 2

Look at the middle frame.
Who can read the first word?
Who can read the second word?
Who can read the sentence?
Call on individuals to read.
Circle the picture the sentence tells about.
What word does the sentence end with?
Does the sentence start with a capital letter
Where is the period in the sentence?

Tsin át'é.

Frame 3

Look at the bottom frame.
Who can read the sentence?
Call on individuals to read.
Circle the picture the sentence is about.
What does the sentence begin with?
(a capital letter)

Sin át'é.

ORAL LESSON 1:

THE SOUND OF ii

Bá'ółta'í	Ółta'í
(Hold up the ii card) What is the lady doing in the picture?	iigis
What is the beginning sound in the word iigis?	/ii/
(Write ii) The name for this unit is i nineezigíí. What is its sound? (Teacher may have to assist students.)	/ii/
What is the sound for one i?	/i/
What is the first sound you make when you say iigis?	/ii/
(Point to ii) Is this a unit? Read it.	aoo'
Repeat.	/ii/
Why do you think it is called i nineezígíí? Is it because you hold the i longer?	aoo'
I am going to say some words that begin with the sound /ii/. If you hear a word that begins with /ii/, raise your hand.	
ii'eeł	eidí
iiná	eidí
naadą́ą́'	

sis

ii'sinil

kin

iighááh

(Point to ii) Read this unit.

(Still pointing to ii) Can someone tell me the name of this unit and its sound? Teacher may call on individual students.

eidí

eidí

/ii/

i

nineezígíí wolyé.

Diits'a'ígíí éí /ii/.

ORAL LESSON 2:

THE SOUND OF íi

Bá'ólta'í	Ółta'í
(Write ii on the board) Read this unit.	/ii/
What is the name of this unit?	i nineezígíí
(Erase ii and write íi) This unit makes the /íi/ sound. The sound is high. Everyone read this unit.	/íi/
The name of this unit is i nineezgo deigo diits'a'ígíí. Say the name.	i nineezgo deigo diits'a'ígíí
If I write s before /íi/, how would you read it?	/síi/
If I put the unit s at the end of the /íi/ sound, how would you read it?	/íis/
(Write íi on the board) I am going to put the unit ts in front of the /íi/ sound. Read it now.	/tsíi/
What is the sound for t'?	/t'/
(Write t'íi on the board.) Read this.	/t'íi/
When I say íi'ééł, where is the /íi/ sound? Is it at the beginning or at the end of the word?	alą́ąji' diits'a'
Give me some words that begin with the unit íi. I'll write the words on the board as you are saying them.	

ORAL LESSON 3:

THE SOUND OF d

Bá'ółta'í	Ółta'í
(Hold up the d card) What is this a picture of?	dóola
(Point to d) The name of this unit is d. Say it. Repeat.	d
Listen to the word dóola as I say it. What do you hear at the beginning of the word dóola?	/d/
(Write di on the board) The way you read this syllable is /di/. You read it.	/di/
What is the sound of a?	/a/
(Write da on the board) Would you read this syllable?	/da/
(Write de on the board) Someone read this for me.	/de/
If I put this syllable /dá/ on the board, how would you read it?	/dá/
(Write di on the board) Everyone read this syllable.	/di/
What is the name of the unit that sounds /d/?	d

81

I am going to say some words and you say
the sound that each word begins with.

diyóóshʼ	/di/
daaní	/daa/
déédh	/déé/
daalbá	/daa/

Frame 1

Look at the top frame.
Who can read this unit?
What is the name of this unit?

Frame 2

Look at the middle frame.
What is the name of this unit?
What sound does it make?
Read this unit.

Frame 3

Look at the bottom frame.
Circle the unit that makes the /i/ sound.
Check quickly.
What sound does the second unit make?
What is the name of the second unit?

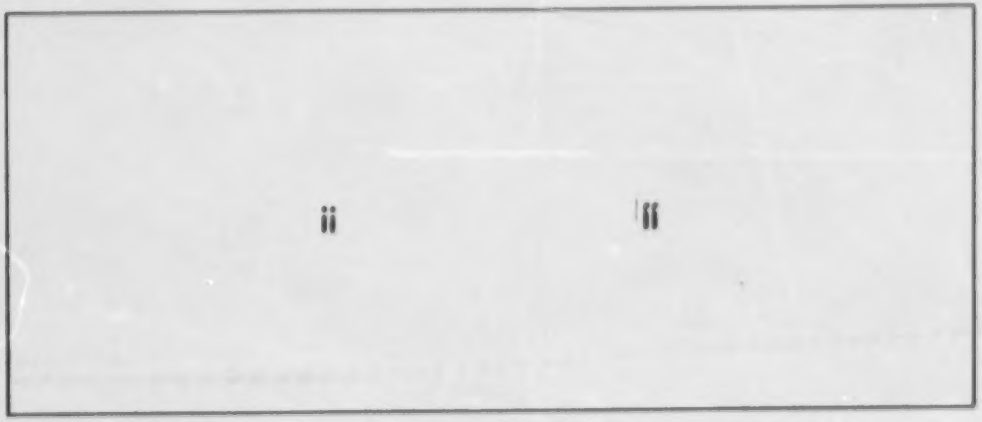
83

Frame 1

Look at the top frame.
This unit makes the /ii/ sound.
What sound does this unit make? (Have students look at the top frame.)
Who can tell the name of this unit?
Teacher may have to assist.

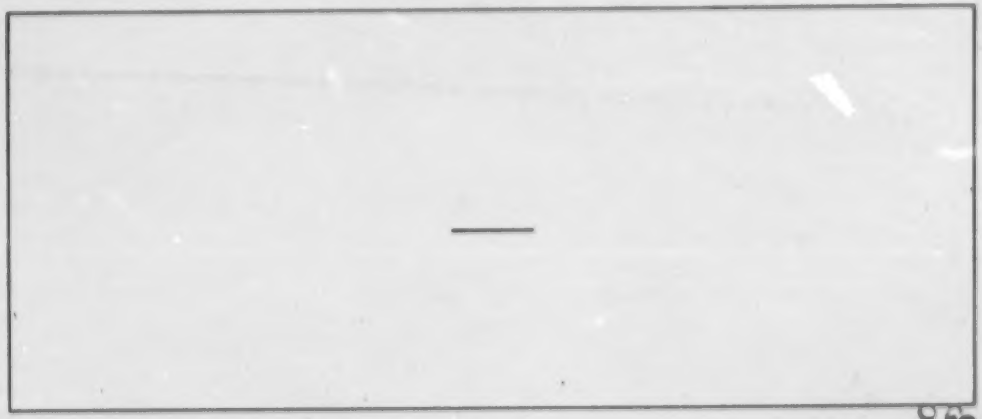
Frame 2

Look at the middle frame.
Circle the unit that makes the /ii/ sound.
What is the name of this unit?
What sound does the other unit make?



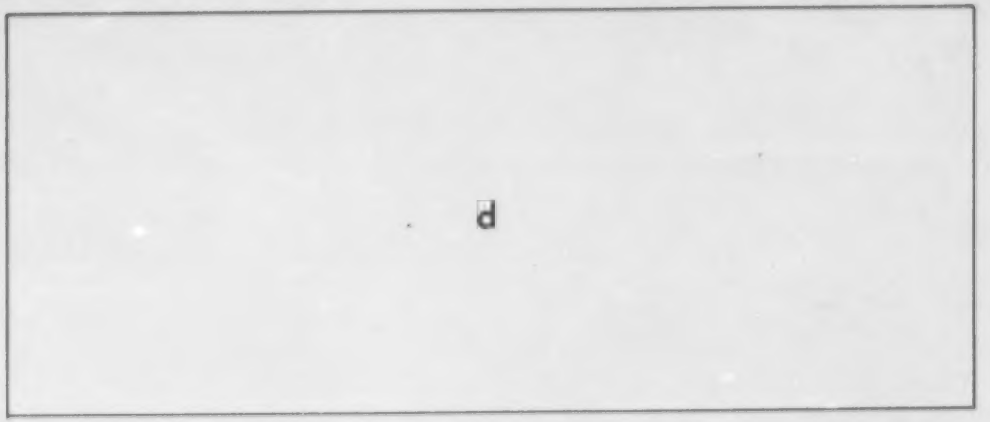
Frame 3

Look at the bottom frame.
Write the unit that makes the /ii/ sound in the blank.
Read the unit.



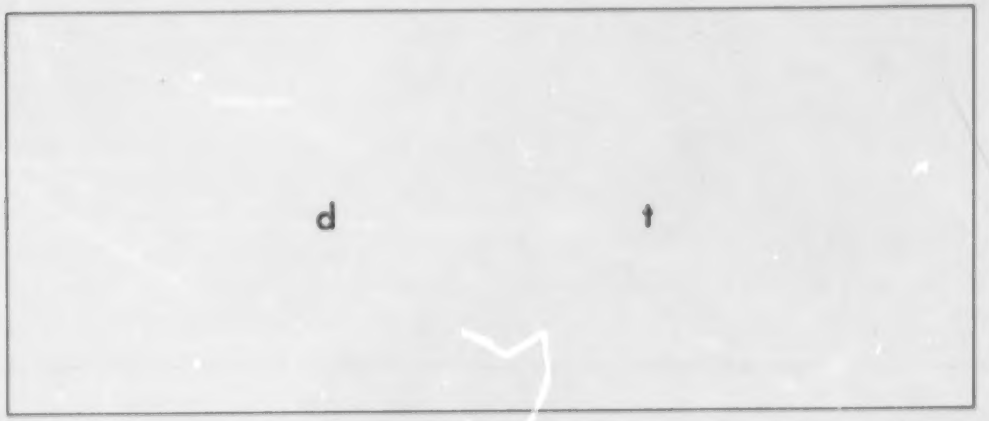
Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?



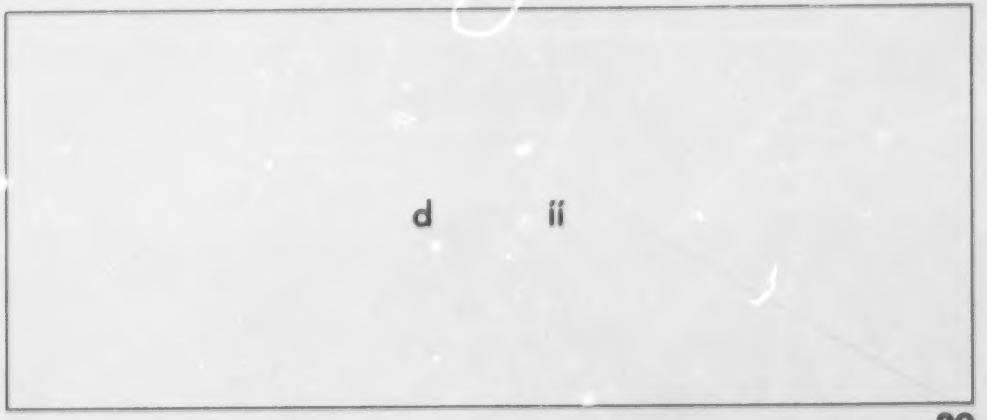
Frame 2

Look at the middle frame.
Circle the unit that makes the /t/ sound.
Check quickly.
What sound does the other unit make?
What is it's name?
Have individuals read both units.



Frame 3

Look at the bottom frame.
Read the first unit.
Read the last unit.
Who can read the word?
Everyone read the word.



Frame 1

Look at the top frame.
Call on individuals to read the word.
What does díí mean?
Discuss the meaning of the word.

díí

Frame 2

Look at the middle frame.
Who can read the first word?
Who can read the second word?
Who can read the third word?
Everyone read all three words.
Call on individuals to read.

sin tin tsin

Frame 3

Look at the bottom frame.
Who can read the first word?
Who can read the second word?
Who can read the third word?
Who can read the sentence?
Call on individuals to read.
Circle the picture the sentence is about.

Díí tin át'é.

89

Frame 1

Look at the top frame.
Who can read the sentence?
Call on individuals to read.
Circle the picture the sentence tells about.
What does the sentence end with?
Is it a period or a question mark?

Díí sin át'é.

Frame 2

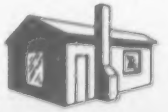
Look at the middle frame.
Who can read the sentence?
Call on individuals to read.
Circle the picture the sentence tells about.
What does the sentence begin with?
A capital or a small letter?

Díí tsin át'é.

Frame 3

Look at the bottom frame.
Read the sentence to yourselves.
Circle the picture the sentence tells about.
Call on individuals to read.
What does a sentence begin with?
What does the sentence end with?

Díí kin át'é.



ORAL LESSON 4:

THE SOUND OF o

Bá'ółta'í — Ółta'í

(Write o on the board) The name of this unit is o. What else does it have besides a name? — diits'a'ígíí

The sound of this unit is /o/. In the word ohónéedzą, do you hear the /o/? Do you hear /o/, at the beginning of the word or at the end? — aoo' / alą́ąjį' diits'a'

(Point to o) What is the sound for this unit? — /o/

If I ask you to read it, would you name the unit or say the sound? — diits'a'ígíí jółtah

(Point to o) Tell me the name of this unit? — o

(Write do on the board) You will remember in the word ohónéedzą, the /o/ sound is the beginning of the word. Look at the word do, is the /o/ sound still at the beginning? — nidaga'

(Write ko, to, tso, and no on the board.) Read the following syllables for me. Watch where the /o/ sound comes in.

ko

to

tso

no

What is the sound of s. /s/

(Write ko on the board) Read this syllable. ko

(Write kos) Read this word. /kos/

Where do you see the o in the word kos. ałníi'gi

How do you read the unit ts? /ts/

Lets add /o/ to the unit ts. Read it now. /tso/

ORAL LESSON 5:

THE SOUND OF oo

Bá'ólta'í	Ółta'í
(Write o on the board) You have learned the name and sound of this unit. Now we will work with the long o. How would you write it?	o naakigo
What is the sound of d?	/d/
Read the unit o.	/o/
(Write do on the board) Read this word.	/do/
If I want to write a long o, how would I write it? (The children may need help.)	o naakigo ádíílíił
(Write oo on the board) What is the name of this unit? (The children may need help.)	o nineezígíí
(Point to oo) The sound of this unit is /oo/. Say it.	/oo/
(Write doo) Read this word.	/doo/
Is /oo/ a unit?	aoo'

Give me some words that start with the long o. List the words on the board.

ooljéé'

oodlą́ą́'

oolkił

oozbą́

oobąs

oot'ah

Looking at the words that we have written on the board, where is the long o sound at?

aląąjį' dadiits'a'

96

Frame 1

Look at the top frame.
What is the name of this unit?
What sound does it make?

Frame 2

Look at the middle frame.
What is the name of this unit?
What sound does it make?

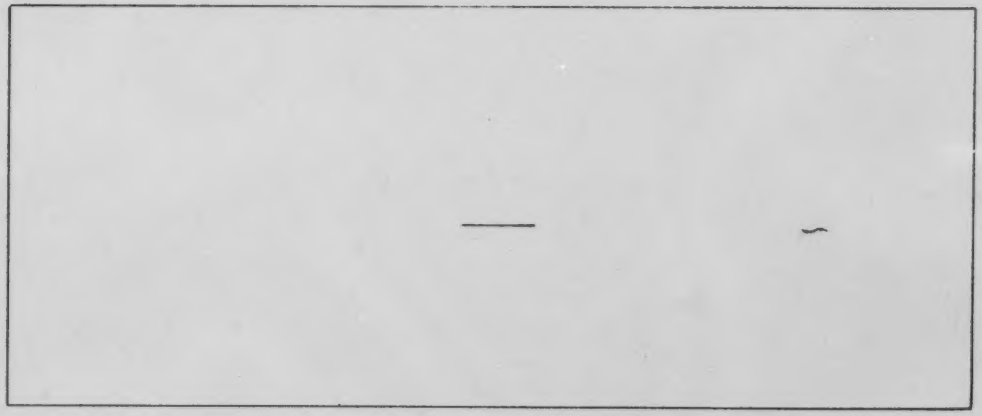
Frame 3

Look at the bottom frame.
Circle the unit that makes the /o/ sound.
Check quickly.
What is the name of the other unit?
What sound does it make?
Call on students to read both units.

97

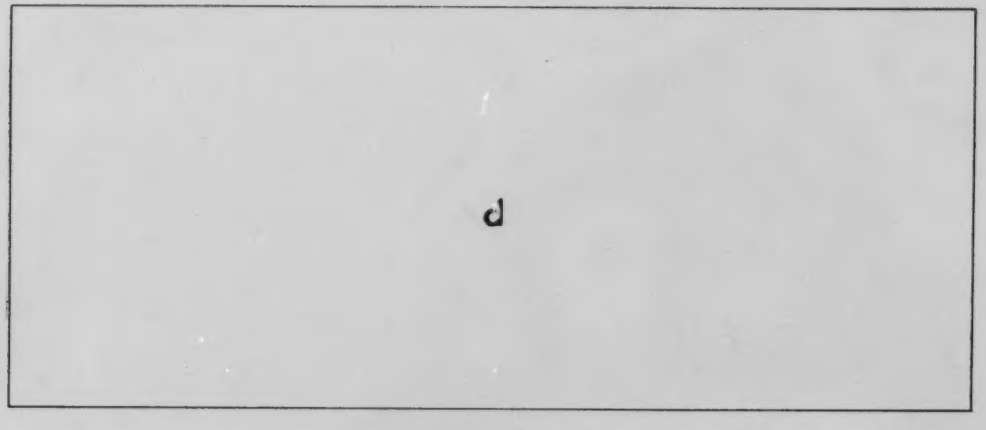
Frame 1

Look at the top frame.
On the blank write the unit that you hear at the beginning of the word díí.
Check.



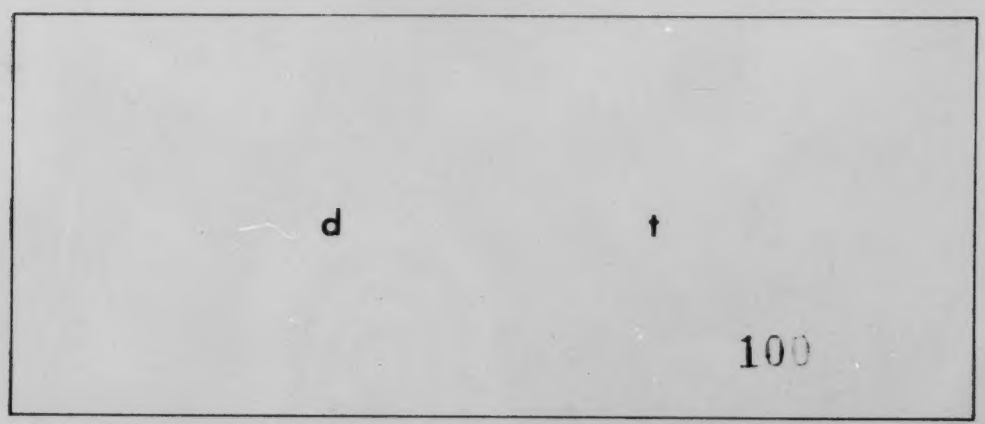
Frame 2

Look at the middle frame.
This is the unit d.
What sound does it make?
Read the unit.



Frame 3

Look at the bottom frame.
Circle the unit that makes the /t/ sound.
Check.
What sound does the other unit make?

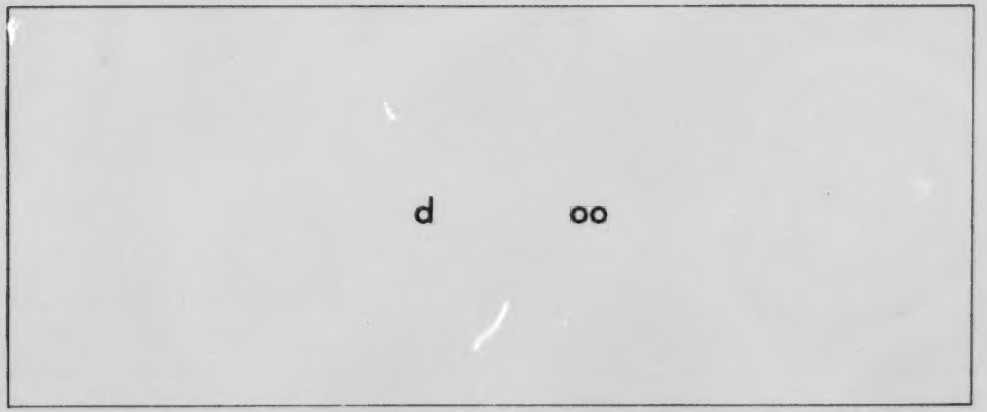


99

100

Frame 1

Look at the top frame.
Read the first unit.
Read the second unit.
Who can read the word?
Everyone read the word.



Frame 2

Look at the middle frame.
Who can read the word?
Call on individuals to read.

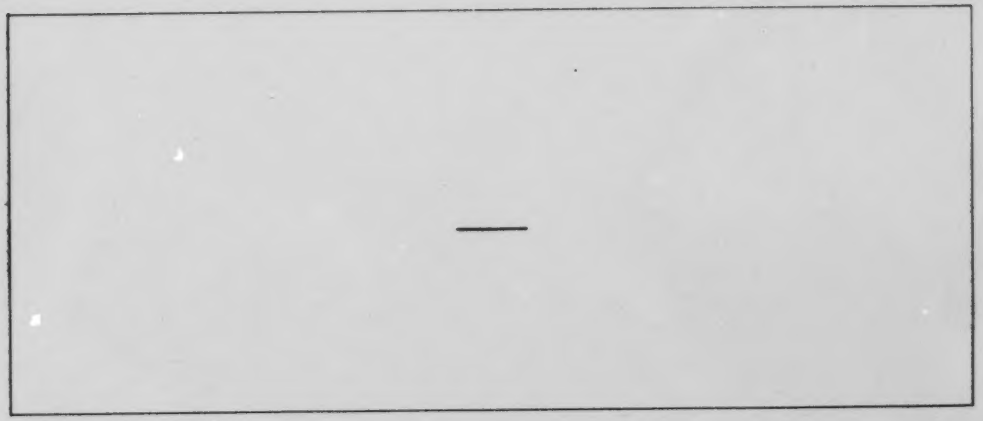
Frame 3

Look at the bottom frame.
Who can read this unit?
Everyone read it together.
Who can remember the name of this unit?

101

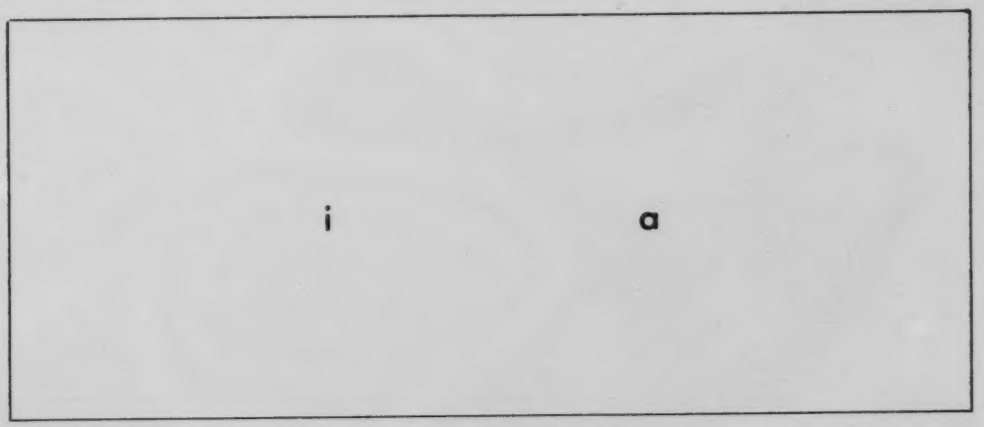
Frame 1

Look at the top frame.
Write the unit of the sound that you hear at the beginning of the word anáá'.
Check.



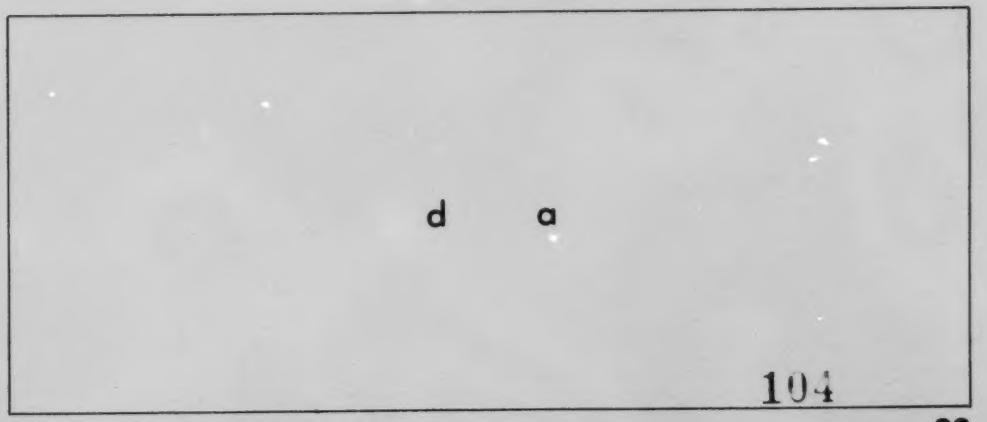
Frame 2

Look at the middle frame.
Circle the unit that makes the /i/ sound.
Check.
What is the name of the other unit?
What sound does it make?
Who can read both units?



Frame 3

Look at the bottom frame.
Read the first unit.
Read the second unit.
Who can read the syllable?
Everyone read the syllable.

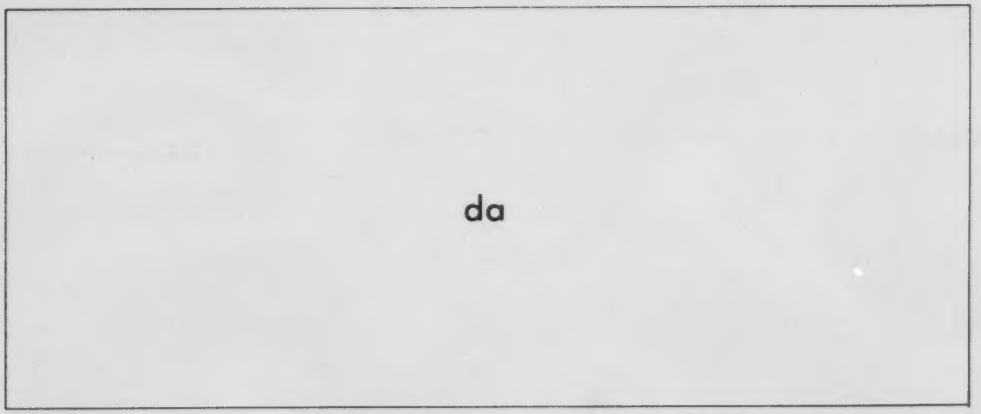


103

104

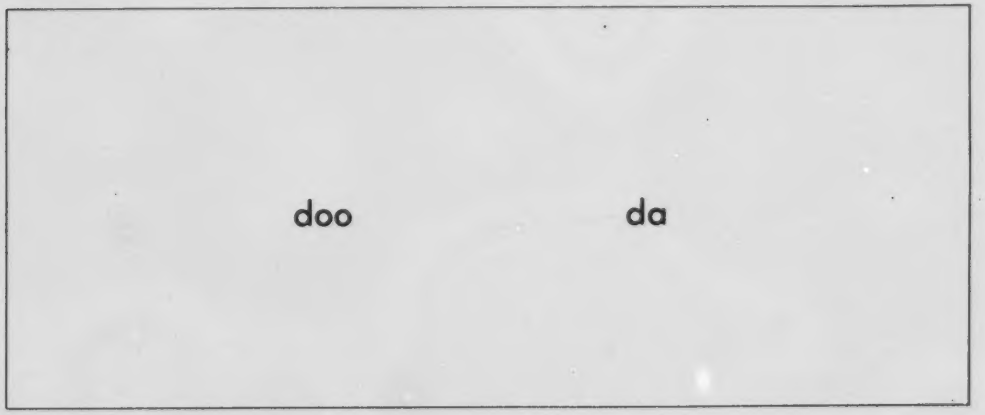
Frame 1

Look at the top frame.
Call on individuals to read the word.



Frame 2

Look at the middle frame.
Call on individuals to read both words.
Discuss the use of doo...da to form the negative - give examples.



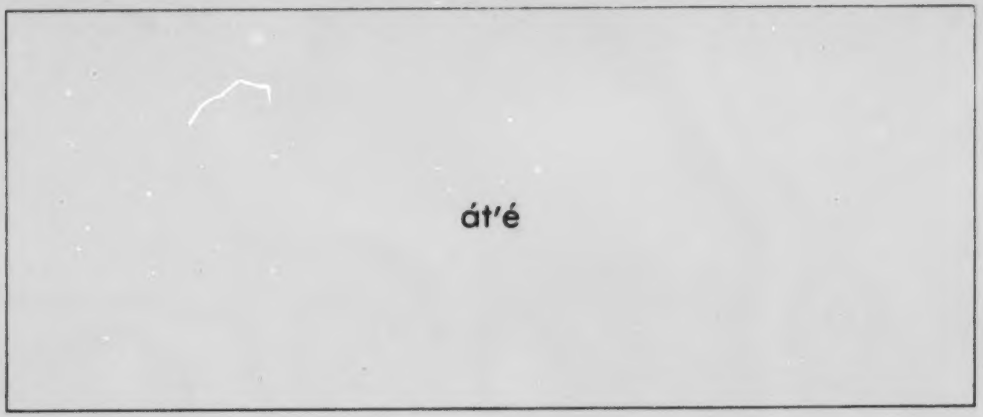
Frame 3

Look at the bottom frame.
Who can read the first word?
Who can read the second word?
Who can read the third word?
Call on individuals to read all three words.

105

Frame 1

Look at the top frame.
Who can read this word?
Everyone read this word.



Frame 2

Look at the middle frame.
Who can read the sentence?
(Note: The sentence may have to be broken down word by word.)
Call on individuals to read.
Discuss the meaning of the sentence.
It is important that children realize that doo...da changes the meaning to the opposite of what it was.

Frame 3

Look at the bottom frame.
Who can read the sentence?
(Note: The sentence may have to be broken down word by word.)
Call on individuals to read.
Discuss the meaning of the sentence.
Use the illustration to help with the explanation.

Frame 1

Look at the top frame.
Who can read the sentence?
(Note: Teacher may have to break the sentence down word by word.)
Call on individuals to read the sentence.
Discuss the meaning of the sentence.

Doo tsin át'ée da.

Frame 2

Look at the middle frame.
Who can read the first word?
Who can read the second word?
Who can read the third word?
Call on individuals to read all three words.
How are the words alike?

sin kin tin

Frame 3

Look at the bottom frame.
Who can read the sentence?
(Note: Teacher may have to break the sentence down word by word.)
Call on individuals to read.

Doo tin át'ée da.

Frame 1

Look at the top frame.
Read the three words to yourself.
Who can read all three words?
Everyone read the words.

doo da díi

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Who can read the sentence?
(If needed break the sentence into words.)
Call on individuals to read.
Circle the picture the sentence is about.
*What does the sentence end with?
*(a period)

Díí doo kin át'ée da.

Frame 3

Look at the bottom frame.
Read the sentence to yourself.
Call on individuals to read.
(If needed break the sentence into words.)
Circle the picture the sentence is about.
*What does the sentence begin with?
*(a capital D)

Díí doo tsin át'ée da.

30

111

Frame 1

Look at the top frame.
Read the sentence to yourself.
(Check)
Circle the picture the sentence is about.
Call on individuals to read.
If students still need help, break the sentence into words.

Díí doo tin át'ée da.

Frame 2

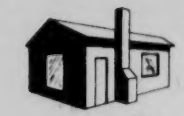
Look at the middle frame.
Read the sentence to yourself.
Circle the picture the sentence is about.
(Check quickly)
Call on individuals to read.
If needed, break the sentence into words.

Díí doo sin át'ée da.

Frame 3

Look at the bottom frame.
Read the first sentence to yourself.
Call on individuals to read.
Read the second sentence to yourself.
Call on individuals to read.
Who can read both sentences?
Everyone read both sentences.
Circle the picture the sentences tell about.

Díí kin át'é.



Doo tsin át'ée da.

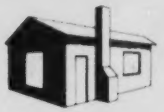
113

114

Frame 1

Look at the top frame.
Read the first sentence to yourself.
Call on individuals to read.
Read the second sentence to yourself.
Call on individuals to read.
Who can read both sentences?
Read both sentences to yourself.
Circle the picture the sentences tell about.

Díí sin át'é.



Doo kin át'ée da.

Frame 2

Look at the middle frame.
Read the first sentence to yourself.
Call on individuals to read.
Read the second sentence to yourself.
Call on individuals to read.
Read both sentences to yourself.
Circle the picture the sentences tell about.
Who can read both sentences?

Díí tsin át'é.

Doo sin át'ée da.

Frame 3

Look at the bottom frame.
Read both sentences to yourself.
Circle the picture the sentences tell about
Call on individuals to read both sentences.

Díí tin át'é.

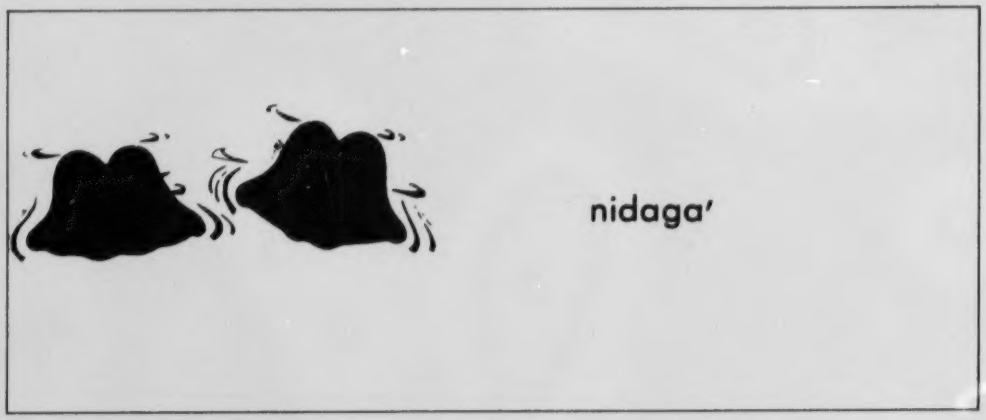
Doo kin át'ée da.

Frame 1

Look at the top frame.
What do you see in this frame?
When you see someone nod their head that way what does it mean?
Who can guess the word?
Everyone say the word.
Call on individuals to read the word.

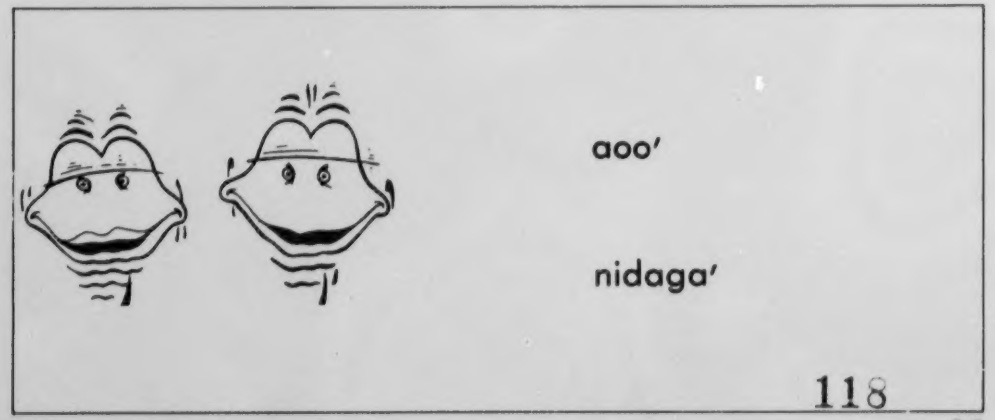
Frame 2

Look at the middle frame.
What do you see in this frame?
When you see someone nod their head that way what does it mean?
Who can guess the word?
Everyone say the word.
Call on individuals to read the word.



Frame 3

Look at the bottom frame.
What do you see.
When a person nods his head this way what does it mean? (teacher demonstrates)
Point to the word that means what the character is doing.
Circle the word. (demonstrate again)



117

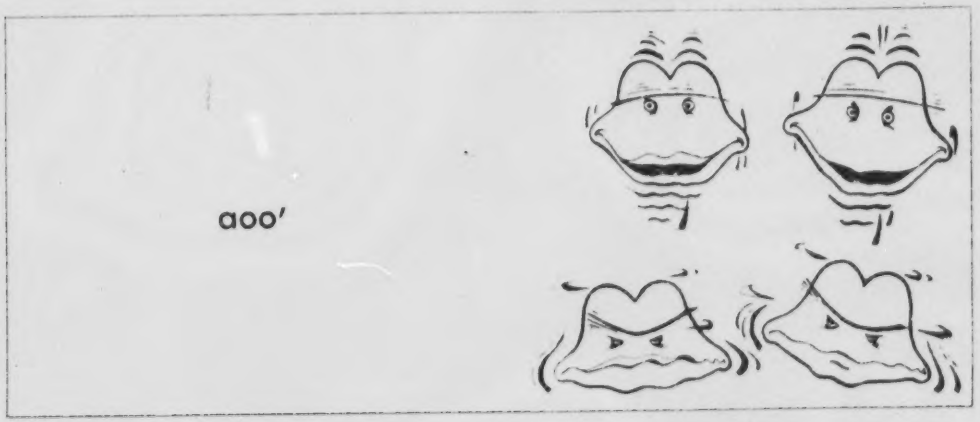
118

Frame 1

Look at the top frame.
What do you see in this frame?
Who can read the word?
Everyone read the word.
Circle the picture the word tells about.

Frame 2

Look at the middle frame.
What do you see in this frame?
Who can read the word?
Everyone read the word.
Circle the picture the word tells about.



Frame 3

Look at the bottom frame.
What do you see in this frame?
When someone nods their head this way what does it mean?
Circle the word the picture tells about.
Check quickly.

ORAL LESSON 6:

THE SOUND OF sh

Bá'ólta'í	Ółta'í
Show the children the sh card. What do you see in the picture?	shash
Listen to the beginning sound in shash. What do you hear at the beginning?	/sh/
(Write sh) This unit makes the sound /sh/. Everyone say it. Repeat.	/sh/
The name of the unit is sh. Say it.	sh
If I ask you to write /sh/, would you write the letter s all by itself?	nidaga'
Is sh a unit?	aoo'
If I add o to sh, how would you read it?	sho
What if I add í to sh, what's the word?	shí
(Write á) Read this unit. Now if I put sh before the /á/, how would you read it?	/á/ /shá/
(Write shash) Read this word. Where do you hear the /sh/ sound.	/shash/ alą́ąjį' dóó akéédę́ę'
(Point to the word shash) How many times do you hear /sh/ when you say this word?	naakidi
Write sho, shí and shá. Read these words.	/sho/ /shí/ /shá/
Where do you hear the /sh/ sound?	alą́ąjį' dadiits'a'

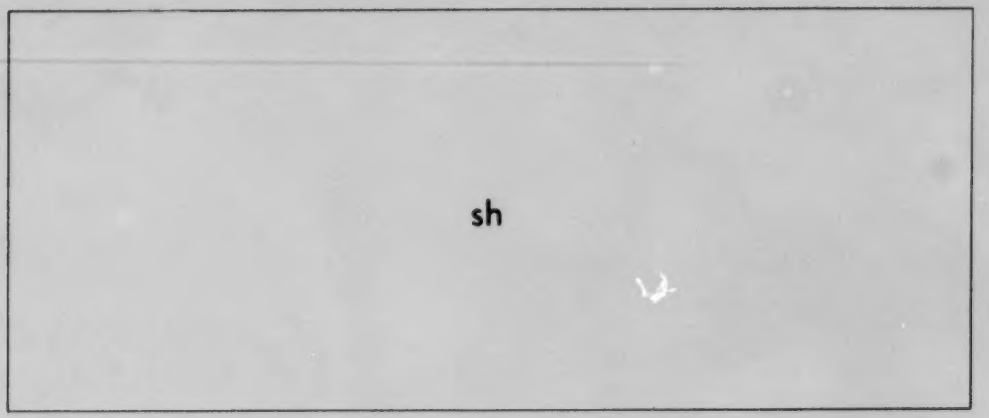
121

Draw me a picture of something that starts with the unit sh. Teacher can help students label their pictures.

122

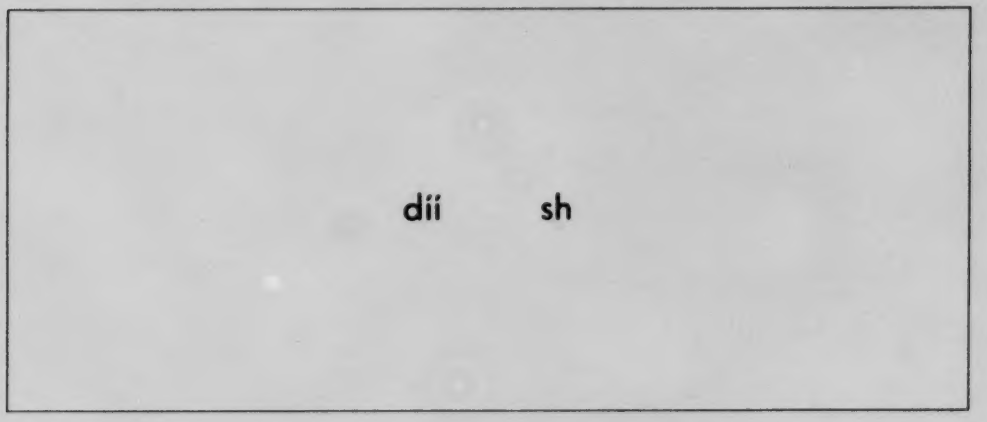
Frame 1

Look at the top frame
What is the name of this unit?
What sound does it make?
Everyone read the unit.



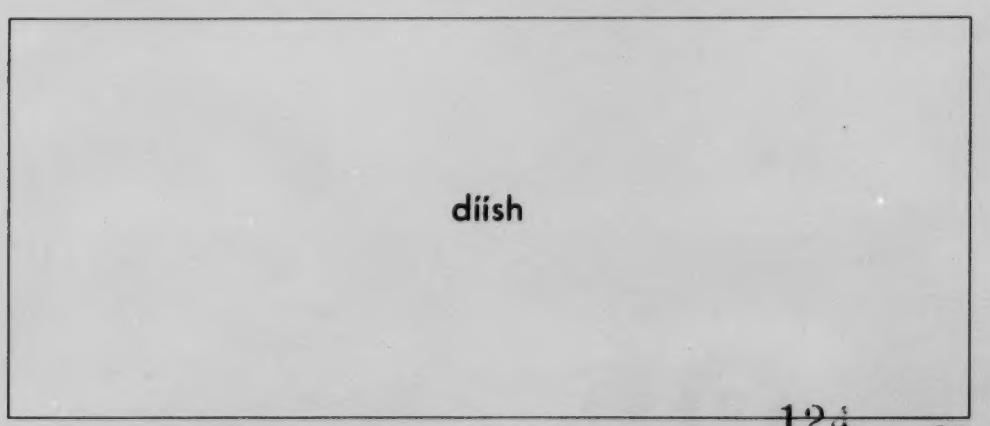
Frame 2

Look at the middle frame.
Read the first two units.
Read the last unit.
Who can read the word?
Everyone read the word.



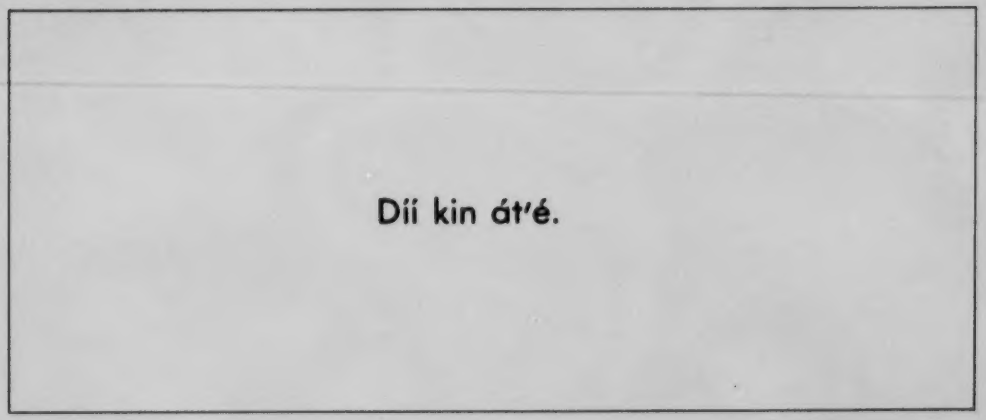
Frame 3

Look at the bottom frame.
Read the word to yourself.
Call on individuals to read.
Discuss the meaning of ísh.
Use examples to demonstrate that it formulates questions.



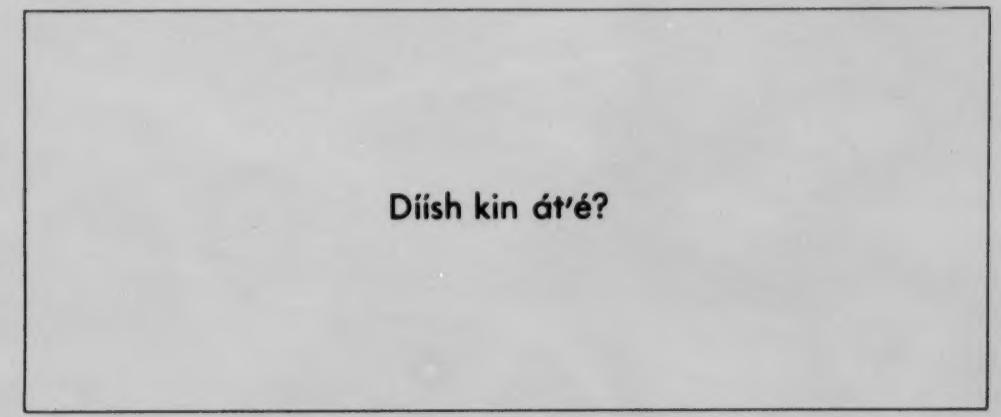
Frame 1

Look at the top frame
Read the sentence to yourself.
Who can read the sentence orally?
Call on others to read orally.
What does the sentence begin with? (capital)
What does the sentence end with? (period)



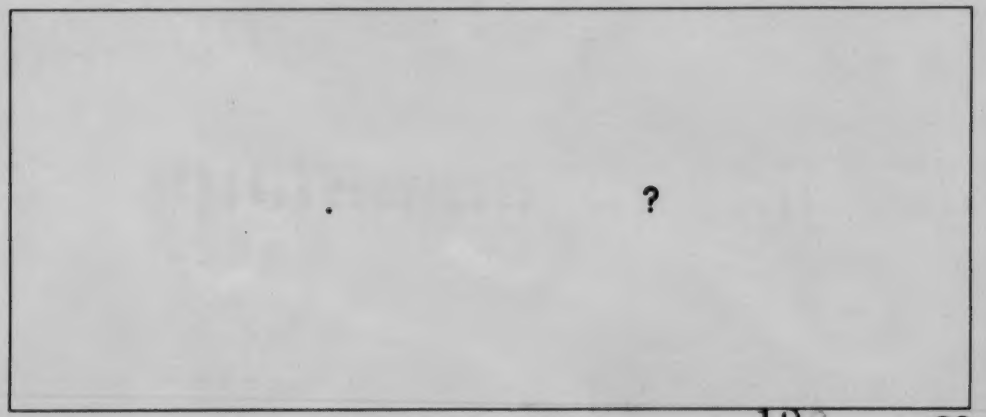
Frame 2

Look at the middle frame.
Read the sentence to yourself.
Who can read it orally?
Discuss how this sentence differs from the sentence in the above frame.
What does the sentence begin with? (capital)
Look at the end of the sentence.
Is there a period?
The sentence ends with a question mark.



Frame 3

Look at the bottom frame.
Circle the period.
The other symbol is a question mark.
Have the group repeat "question mark".
Point to the mark used at the end of a question.



Frame 1

Look at the top frame
Who can read the first word?
Who can read the second word?
Who can read the third word?
Call on individuals to read all three words.

doo	díish	da

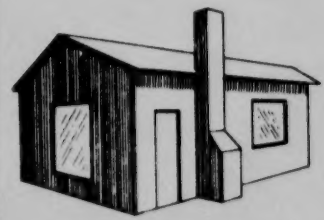
Frame 2

Look at the middle frame.
Circle the word <u>kin</u>.
Check quickly.
Who can read the first word?
Who can read the second word?
Everyone read all three words.

sin	tsin	kin

Frame 3

Look at the bottom frame.
Read the question.
Call on individuals to read.
Read the answers to yourself.
Circle the correct answer.
Check quickly.
Discuss the answer with the group.
What does the question end with? (question mark)



Díish kin át'é?

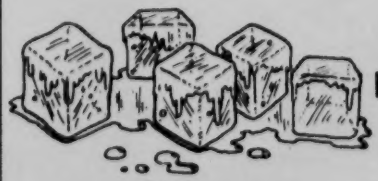
Frame 1

Look at the top frame
On the blank write the symbol that comes at the end of a question.
Check quickly.
What is this symbol called?

—

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Call on individuals to read orally.
Read the answers to yourself.
Circle the correct answer.
Check quickly.
*What does the question begin with?
*(a capital letter D)



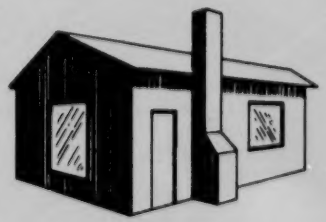
Díish sin át'é?

aoo'

nidaga'

Frame 3

Look at the bottom frame.
Read the sentence to yourself.
Call on individuals to read orally.
Read the answers to yourself.
Circle the correct answer.
Check quickly.
What does the question end with? (question mark)



Díish tsin át'é?

aoo'

nidaga'

Frame 1

Look at the top frame
Read the sentence to yourself.
Call on individuals to read.
Read the answer.
Circle the correct answer.
Check quickly.
*What does the question end with?
*(a question mark)

aoo'

Díish tin át'é?

nidaga'

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Circle the picture the sentence tells about.
Call on individuals to read aloud.
What does the sentence end with?

Dií sin át'é.

Frame 3

Look at the bottom frame.
Read the sentence to yourself.
Circle the picture the sentence tells about.
Call on individuals to read orally.

Dií doo sin át'ée da.

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Frame 1

Look at the top frame
Read the sentence to yourself.
Read the answers to yourself.
Circle the correct answer.
Call on individuals to read orally.
What does the setence end with? (question mark)

Díish tsin át'é?

aoo'

nidaga'

Frame 2

Look at the middle frame.
Read the first sentence to yourself.
Call on individuals to read orally.
Read the second sentence to yourself.
Call on indivuduals to read.
Read both sentences to yourself.
Circle the picture the sentences tell about.

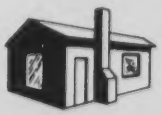
Díí tsin át'é.

Doo sin át'ée da.

Frame 3

Look at the bottom frame.
Read both sentences to yourself.
Circle the picture the sentences tell about.
Call on individuals to read each sentence.

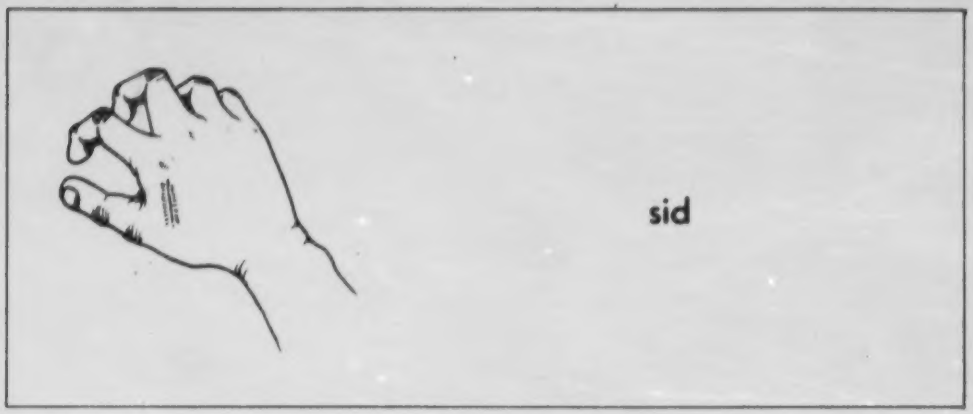
Díí tin át'é.



Doo kin át'ée da.

Frame 1

Look at the top frame.
Who can read this word?
If students have trouble build the word as follows:
sin-- si-- d-- sid
Everyone read the word.
Discuss the meaning.

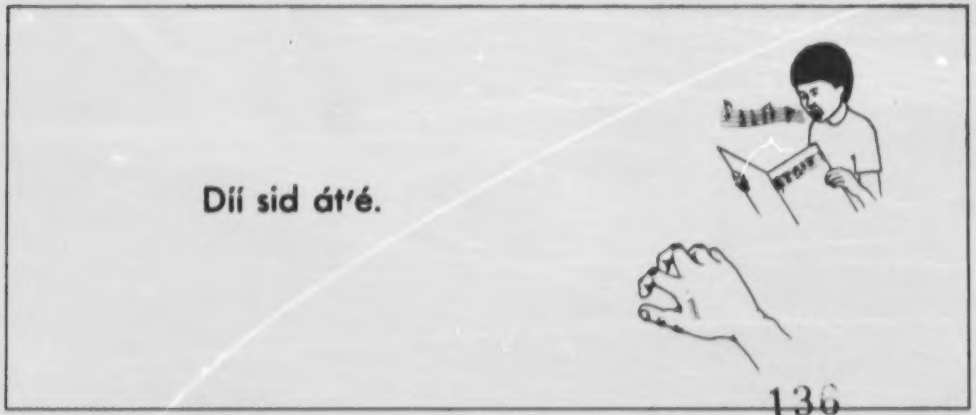


Frame 2

Look at the middle frame.
Circle the word sid.
Check quickly.
Who can read the first word?
Everyone read both words.
How are the words the same?
How are the words different?

Frame 3

Look at the bottom frame.
Read the sentence to yourself.
Circle the picture the sentence tells about.
Check quickly.
Call on individuals to read.



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ORAL LESSON 7:

THE SOUND OF ł

Bá'ółta'í Ółta'í

Hold up the ł card. What do you see in the picture? łįį'

What is the beginning sound in the word łįį'? /ł/

(Write ł on the board.) The sound of this unit is /ł/, and its name is eł. Say the name. eł

Do you hear /ł/ sound at the beginning of the word? aoo'

Do you think there are words that have /ł/ sound at the end? aoo'

Yes. Like the word tł'óół. The /ł/ sound is at the end.

(Write ł) What is the name of this unit? eł

What is its sound? /ł/

Is eł a unit? aoo'

(Point to ł) You can add vowels like a, e, i, o, to this unit and make words. Like if I add a to ł, it becomes ła. Read it to me. /ła/

Lets try e. If I write łe, can you read it? aoo'

What's the word? /łe/

Give me some words that begin with eł.

Teacher can write the words on the board.

Help children read the words.

ORAL LESSON 8:

THE SOUND OF ch'

Bá'ółta'í — Ółta'í

Let the children see the ch' card.

What is this picture of? — ch'ał

Listen to the beginning sound in Ch'ał.

What do you hear? — /ch'/

(Write ch') This is a unit. The sound of the unit is /ch'/. Say /ch'/. — /ch'/

(Point to ch') The name of this unit is ch stop. Say it. Repeat. — ch stop

What is the beginning sound of the word ch'ał? — /ch'/

If I want to write ch'ó, what unit do I start with? — ch stop

What about the word ch'il? What is the initial sound? — /ch'/

Tell me some words that begin with the sound /ch'/. Suggested words. (Later have children underline the ch'.)

ch'iyáán

ch'agii

ch'osh

ch'ééh

ch'ɬɬdii

ch'ah

ch'aɬ

What are the beginning sounds in the words? /ch'/

Frame 1

Look at the top frame.
Read the sentence to yourself.
Read the answers.
Circle the correct answer.
Call on individuals to read orally.

Díish sin át'é?

aoo'

nidaga'

Frame 2

Look at the middle frame.
Read the two sentences to yourself.
Circle the picture the sentences tell about.
Who wants to read the first sentence?
Who wants to read the second sentence?

Díí sid át'é.

Doo sin át'ée da.

Frame 3

Look at the bottom frame.
What is the name of this unit?
What sound does it make?

i

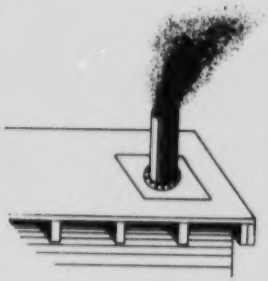
Frame 1

Look at the top frame.
Circle the unit you hear at the beginning of the word dii. Check quickly.
What sound does the other unit make?
What is the name of this unit?

d i

Frame 2

Look at the middle frame.
Who can read this word?
Call on individuals to read the word.
Everyone read the word.
Discuss the meaning of the word lid.
What is the name of the unit that the word begins with?



lid

Frame 3

Look at the bottom frame.
Read the words to yourself.
Who can read the words?
Everyone read the words.

sid lid

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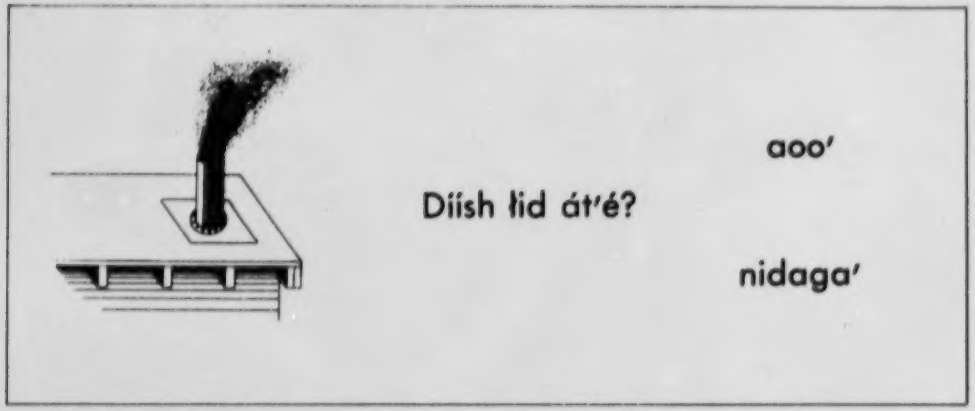
Frame 1

Look at the top frame.
Read the sentence to yourself.
Circle the picture the sentence tells about.
Call on individuals to read.
What does the sentence begin with?

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Read the answer to yourself.
Circle the correct answer.
Call on individuals to read.
*What does a question end with?
*(a question mark)



Frame 3

Look at the bottom frame.
Read the sentence to yourself.
Circle the correct answer.
Who can read the sentence?

Frame 1

Look at the top frame.
Read the sentence to yourself and circle the correct picture.
Check quickly.
Call on individuals to read.

Díí tin át'é.

Frame 2

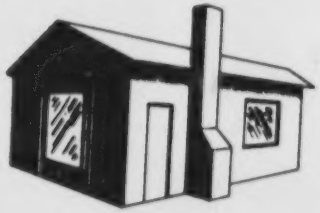
Look at the middle frame.
Read both sentences to yourself.
Circle the picture the sentences tell about.
Check quickly.
Call on individuals to read.

Díí sid át'é.

Doo łid át'ée da.

Frame 3

Look at the bottom frame.
Read the sentence and answers to yourself.
Circle the correct answer.
Check quickly.
Who can read the question orally?
Who knows the answer?
What does the sentence end with? (question mark)



Díísh kin át'é?

aoo'

nidaga'

Frame 1

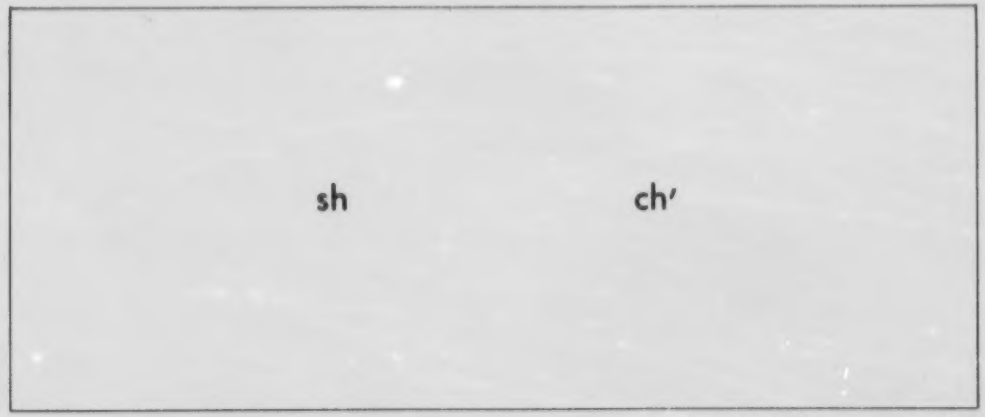
Look at the top frame.
What sound does this unit make?
What is the name of this unit?

Frame 2

Look at the middle frame.
In this blank write the unit that you hear at the beginning of the word ch'ał.
Check quickly.
What sound does this unit make?

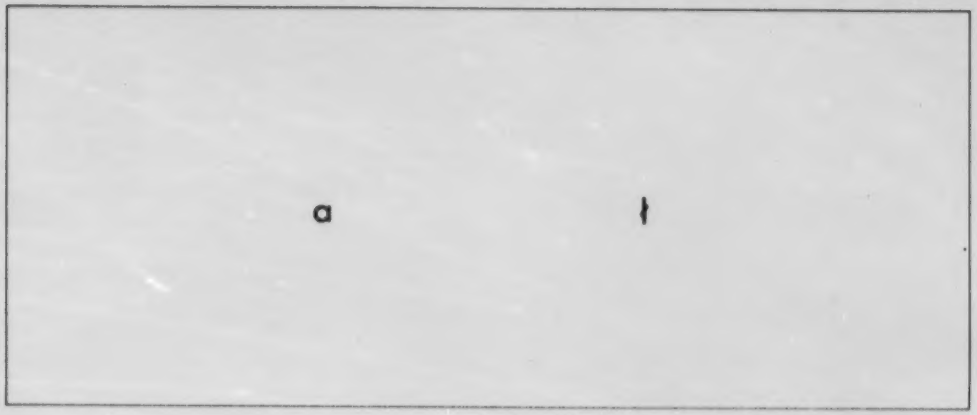
Frame 3

Look at the bottom frame.
Circle the unit that make the sound /sh/.
Check quickly.
What sound does the other unit make?
What is its name.



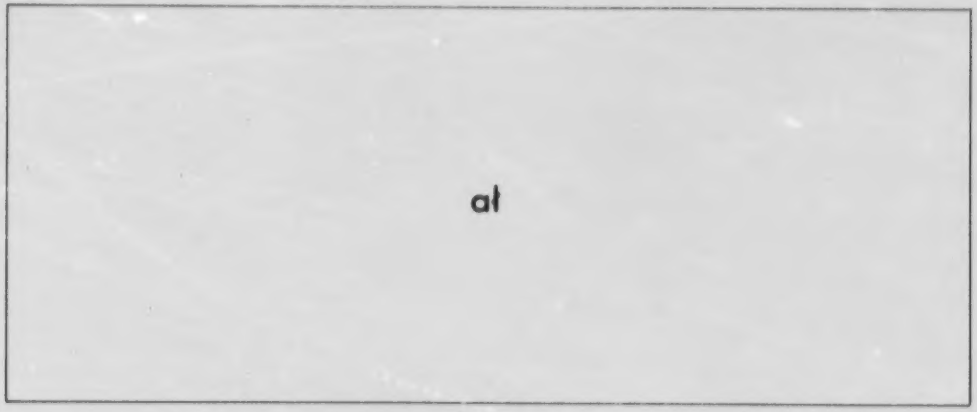
Frame 1

Look at the top frame.
Circle the unit of the ending sound in the word ch'ał.
What sound does the other unit make?



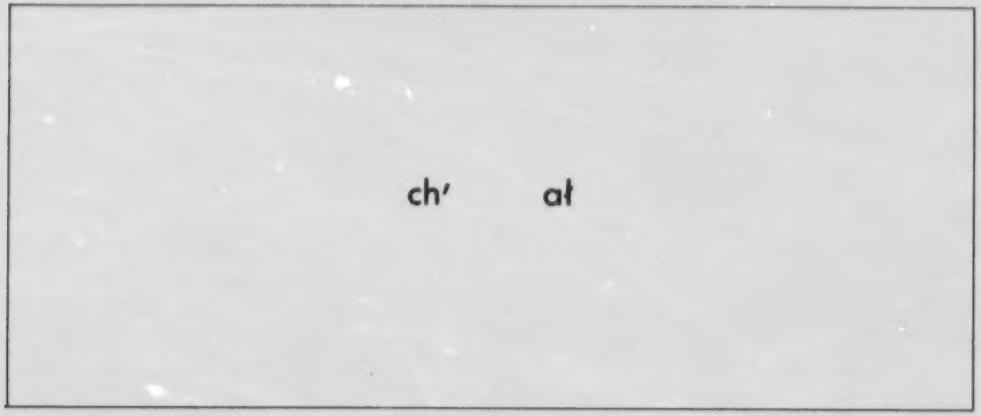
Frame 2

Look at the middle frame.
Who can read this blend (two units)?
Everyone read.



Frame 3

Look at the bottom frame.
Who can read the first unit?
Who can read the second unit?
Who can read the word?
Everyone read it.



Frame 1

Look at the top frame.
Call on individuals to read the word.
Discuss the meaning of the word.

ch'at

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Circle the picture the sentence tells about.
Check quickly.
Call on individuals to read.

Dii ch'at át'é.

Frame 3

Look at the bottom frame.
Read the first sentence and circle the correct answer.
Check quickly.
Read the second sentence.
Who can read both sentences?

Dii ch'at át'é.

Doo lid át'ée da.

ORAL LESSON 9:

THE SOUND OF h

Bá'ółta'í	Ółta'í
(Show the h card) What do you see in the picture?	hooghan
What is the beginning sound in the word hooghan? Yes, the sound for this unit is /h/.	/h/
(Write h on the board) This unit is called h. Everyone say it.	h
What is the name of this unit?	h
(Write hooghan) What sound follows the h in this word?	/oo/
(Write ha) Read this syllable. If I add sh to this syllable, it becomes a word.	/ha/
(Point to the word hash) Read this word.	/hash/
(Children may need help in blending the units)	
What is the final sound in this word?	/sh/
I will say some words and you tell me the beginning sound in each word. If I say tsé what will you say?	/ts/
hosh	/h/
hashk'aan	/h/
shash	/sh/
tsé	/ts/
hágo	/h/

t'eesh /t'/

sis /s/

hiná /h/

naadą́ą́' /n/

Write hosh, his, and hani' on the board.

What is the beginning sound of each word? /h/

What sound comes after h in the word hosh?

Teacher writes it on the board. /o/

What sound comes after h in the word his? /i/

What sound comes after h in the word hani' /a/

ORAL LESSON 10:

THE SOUND OF ǫ

Bá'ółta'í	Ółta'í
(Write ǫ on the board) This unit is called o háchįshtah dęę'go diits'a'ígíí.	
The sound for this unit is /ǫ/. Everyone say it. Repeat.	/ǫ/
(Point to ǫ) What is the name of this unit?	o háchįshtah dęę'go diits'a'ígíí
Let's play around with ǫ, and other units that we already know. (Write ǫ on the board) Let's write ts before ǫ. Read it.	/tsǫ/
(Write sh) Read this unit.	/sh/
(Add ǫ to sh.) Read this syllable.	/shǫ/
Let's try using ǫ at the beginning of a syllable. (Write ǫsh) Read this syllable.	/ǫsh/
Give me another unit to add to ǫ. (Point to ǫ) Read this unit.	/ǫ/

ORAL LESSON 11:

THE SOUND OF ó

Bá'ólta'í	Ółta'í
(Write o) What is the name of this unit?	o
(Write ǫ) What is the name for this unit?	o háchįshtah dęę'go diits'a'ígíí
(Write ó) Here is another kind of o. It is called o deigo diits'a'ígíí. Say it. Repeat.	o deigo diits'a'ígíí
Point to ó) The sound for this unit is /ó/. Say it.	/ó/
In the word ólta', do you hear the /ó/ sound? Is the sound at the beginning?	aoo' aoo'
I am going to say some words and you can tell me the first sound in each word. If I say ólta', what are you going to say?	/ó/
ohónéedzą	/o/
ółta'	/ó/
shash	/sh/
ódleeh	/ó/
ólta'di	/ó/
sin	/s/
(Point to ó) What did we say the name of this unit is?	o deigo diits'a'ígíí
What is its sound?	/ó/

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How many kinds of o's have we learned thus far? táá'

(Write o, ǫ and ó and point to each)

Read these units for me. /o/ /ǫ/ /ó/

ORAL LESSON 12:

THE SOUND OF ǫ́

Bá'ółta'í — Ółta'í

(Paper and pencils needed in this lesson)

Say the word hółǫ́. — /hółǫ́/

Say it again and listen to the end of the word. — /hółǫ́/

Do you hear /ǫ́/ at the end? — aoo'

(Point to ǫ́) /ǫ́/ is the sound for this unit. Say /ǫ́/. Repeat. — /ǫ́/

The name of this unit is o deigo diits'a' dóó háchįshtahjigo diits'a'ígíí. Say it for me. — o deigo diits'a' dóó háchįshtahjigo diits'a'ígíí

(Point to ǫ́) What is the sound for this unit? — /ǫ́/

What word has /ǫ́/ at the end? — hółǫ́

(Pass out paper and pencils.) On a piece of paper I want you to first write the sound /ó/. Next I want you to write ǫ́. Check their papers quickly. — ó dóó / ǫ́ íidoolíił

(Write hó) Everyone read this syllable. — /hó/

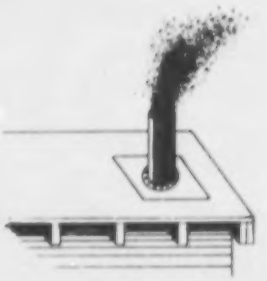
(Write łǫ́) Everyone read this syllable. — /łǫ́/

(Write hółǫ́) Read the whole word. (Children may need help in blending the syllables.) — /hółǫ́/

The sound of ǫǫ. This particular sound comes natural in the environment used in the Ch'aɬ reader-workbook for native speakers, so we will not attempt to introduce it. It will appear in a statement like doo hóɬǫǫ da.

Frame 1

Look at the top frame.
Read the sentence and answer to yourself.
Circle the correct answer.
Call on individuals to read.
*What does the sentence end with?
*(a question mark)



aoo'

Díish ch'ał át'é?

nidaga'

Frame 2

Look at the middle frame.
What is the name of this unit?
What sound does this unit make?

h

Frame 3

Look at the bottom frame.
Who can read this word?
Everyone read.
Discuss the meaning of <u>hał</u>.
What is the name of the unit that makes the /h/ sound?

hał

Frame 1

Look at the top frame.
Circle the word ch'ał.
What is the other word?
Everyone read both words.

ch'ał hał

Frame 2

Look at the middle frame.
Read the sentence to yourself and circle the correct picture.
Check quickly.
Call on individuals to read.
*What does the sentence begin with?
*(a capital letter D)

Dii hał át'é.

Frame 3

Look at the bottom frame.
Read the sentence to yourself and circle the correct picture.
Check quickly.
Who wants to read the sentence.

Dii doo ch'ał át'ée da.

Frame 1

Look at the top frame.
Read the first sentence and answer.
Circle the correct answer.
Read the last sentence to yourself.
Who wants to read both sentences?

aoo'

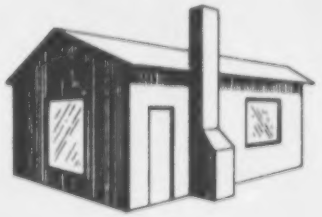
Díísh hał át'é?

nidaga'

Doo ch'ał át'ée da.

Frame 2

Look at the middle frame.
Read the first sentence and answer.
Circle the correct answer.
Check quickly.
Read the second sentence to yourself.
Read both sentences to yourself.
Who wants to read both sentences?



aoo'

Díísh ch'ał át'é?

nidaga'

Díí kin át'é.

Frame 3

Look at the bottom frame.
Read the first sentence and answer.
Circle the correct answer.
Read the second sentence to yourself.
Read both sentences to yourself.
Call on individuals to read both sentences orally.

aoo'

Díísh doo hał át'ée da?

nidaga'

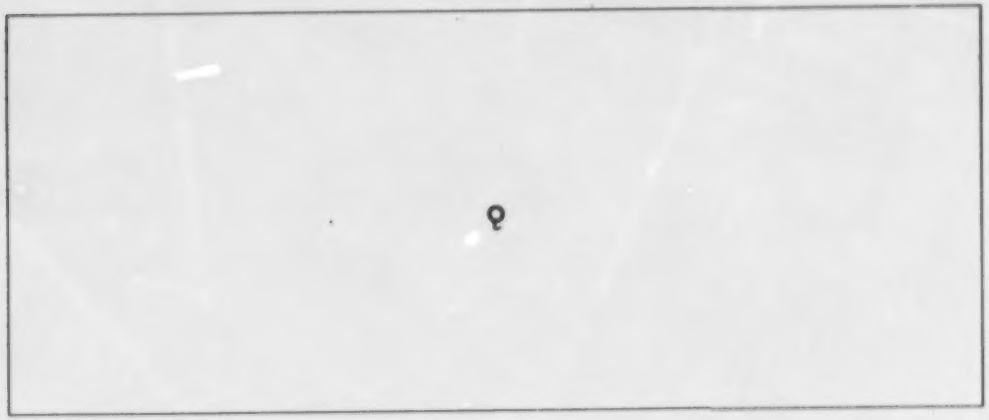
Díí ch'ał át'é.

Frame 1

Look at the top frame.
What sound does this unit make?
What is the name of this unit?

Frame 2

Look at the middle frame.
The sound of this unit is /ǫ/.
The sound you hear at the end of the syllable dǫ. How does dǫ end?
Say /ǫ/. Everyone repeat.
The name of this unit is o háchįshtahjigo diits'a'ígíí. The children may need to practice more with this sound.



Frame 3

Look at the bottom frame.
This unit makes the sound you hear at the beginning of the word ólta'.
What sound does ólta' begin with?
What sound does this unit make?
What is the name of this unit?

168

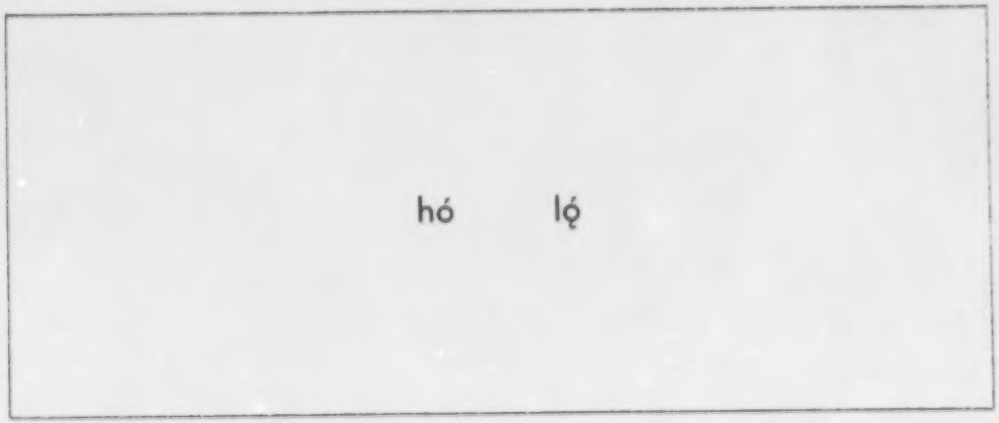
169

Frame 1

Look at the top frame.
This unit makes the sound that you hear at the end of the word hóló.
Everyone say hóló. How does hóló end?
Everyone repeat /ǫ/. The name of this unit is o deigo dóó hách¡shtahjigo diits'a'ígíí.

Frame 2

Look at the middle frame.
Who can read the first two units?
Everyone read them.
Who can read the last two units?
Everyone read them.
Circle the units that say /lǫ/.
Check quickly.
What sound does the syllable /lǫ/ begin with?
What sound does it end with?



Frame 3

Look at the bottom frame.
Who can read this word?
Everyone read it.
Discuss the meaning of hóló.
Again who can read this word?
What sound does hóló end with?

Frame 1

Look at the top frame.
Circle the word hał.
What is the other word?
Call on individuals to read both words.

ch'ał hał

Frame 2

Look at the middle frame.
Read the sentence to yourself.
Call on individuals to read the first sentence.
Read the second sentence and answers to yourself.
Circle the correct answer.
Check quickly.

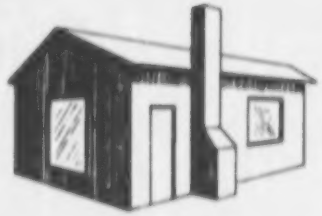
Ch'ał hóló.

Díísh hał át'é?

aoo'
nidaga'

Frame 3

Look at the bottom frame.
Read the first sentence and answers to yourself.
Circle the correct answer.
Read the second sentence and answers to yourself.
Circle the correct answer.
Call on individuals to read the questions.



Kinísh hóló?

aoo'
nidaga'

Tinísh hóló?

aoo'
nidaga'

172

117

173

54

ORAL LESSON 13:

THE SOUND OF ee

Bá'ółta'í — Ółta'í

(Write e) What is the name of this letter and what is its sound? — e wolyé /e/ éí diits'a'ígíí

(Write ee) If I double the letter what will it do to the sound? (The children may need help.) — nineezgo íidoolíił

The name of this unit is e nineezígíí.

Listen to these words. eet'a' and eesh'oł. What sound do they begin with? — /ee/

Someone write the unit that makes the sound /ee/ on the board. Now everyone read this unit. — ee íidoolíił /ee/

Give me two words that start with /ee/. — eet'a' dóó eesh'ol

The /ee/ sound doesn't always come at the beginning of a word. Listen to these words bee and shee. Where do you hear the /ee/ sound? — akéédǫǫ'

I am going to write some words on the board, and you can help me underline all the /ee/ sound. Call on individuals.

eehólónígíí

bee

eet'a'

eesh'ol

shee

ORAL LESSON 14:

THE SOUND OF b

Bá'ółta'í — Ółta'í

(Hold up the b card) What is this a picture of? — béésh

Listen to the word béésh. Notice what happens to your lips at the beginning of the word béésh.

(Point to b) The name of this unit is b. Say it. Repeat. — b

The sound for b is /b/. Everyone say it. Repeat. — /b/

Listen to this word Baa'. What is the first sound in Baa'? — /b/

Tell me some words that start with the /b/ sound. Teacher can write the words on the board.

bááh

béésh

bee

bá

beego

bí

biba'

bich'ah

I would like someone to underline the /b/ sound in the first word. Then we will take turns underlining the rest. When we're through underlining the b's we will read the words. I will help you.

I am going to write some syllables on the board. You read them.

Write bo /bo/

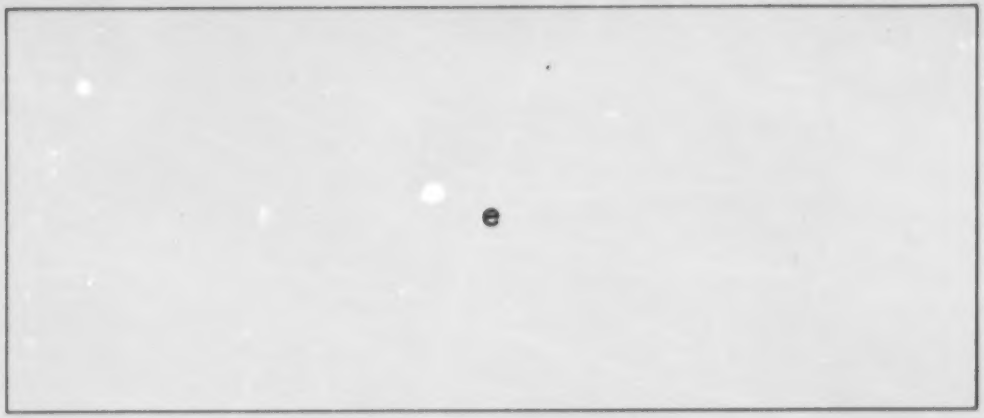
Write bi /bi/

Write ba /ba/

Write be /be/

Frame 1

Look at the top frame.
Read this unit.
Call on individuals to read.



Frame 2

Look at the middle frame.
The unit you see on this page makes the sound /ee/.
Everyone say /ee/.
The name of this unit is e nineezígíí.

Frame 3

Look at the bottom frame.
Who can read this word?
Everyone read this word.
Discuss the meaning of the word.
What sound does this word end with?

Frame 1

Look at the top frame.
Read the first sentence and answers to yourself.
Circle the correct answer.
Call on students to read orally.
Read the second sentence to yourself.
Who wants to read this sentence?

Díísh ch'ał át'é?

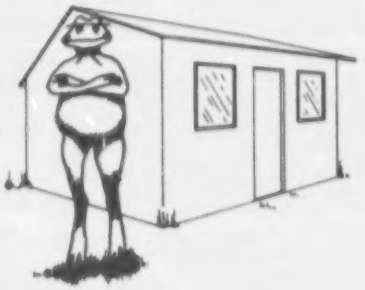
aoo'

nidaga'

Díí ch'ał hał bee hóló.

Frame 2

Look at the middle frame.
Read the first sentence to yourself.
Who can read the first sentence?
Read the second sentence and answers to yourself.
Circle the correct answer.
Check quickly.
Read the third sentence to yourself.
Who wants to read the third sentence orally?



Kin hóló.

Díísh ch'ał át'é?

aoo'

nidaga'

Díí ch'ał kin bee hóló.

Frame 3

Look at the bottom frame.
Who can read this word?
Everyone read the word.
Discuss the meaning of ch'ah with students.
What sound do you hear at the beginning of the word ch'ah?
What sound is at the end?

ch'ah

Frame 1

Look at the top frame.
Read the sentences to yourself.
Circle the picture the sentences tell about.
Call on individuals to read both sentences.

Díí ch'ah át'é.

Doo ch'ał át'ée da.

Frame 2

Look at the middle frame.
Read the sentences to yourself and circle the correct answer.
Call on individuals to read all <u>three</u> sentences.

Díish ch'ał át'é? aoo' / nidaga'

Díí ch'ał ch'ah bee hóló.

Díí ch'ał hał doo bee hóló da.

Frame 3

Look at the bottom frame.
Place the first sentence on the chalkboard.
Read through it with the students.
Decide which word belongs in the sentence - have a student circle the correct answer.
Read the two sentences to yourself and circle the word that belongs in each sentence.

Díí hał / ch'ał át'é.

Díí ch'ah / ch'ał hał bee hóló.

Frame 1

Look at the top frame.
Read this unit.
Call on individuals to read.

k

Frame 2

Look at the middle frame.
Who can read this unit?
What is the name of this unit?
Note: Students may need to review this unit.

ii

Frame 3

Look at the bottom frame.
Who can read this word?
Everyone read this word.
Discuss the word.
Is it a name?
Discuss with the children why the k is capitalized.

Kii

184

185

Frame 1

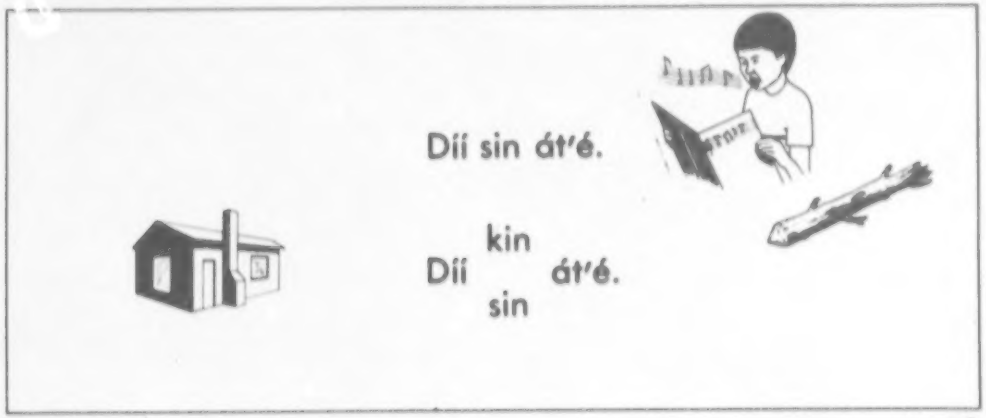
Look at the top frame.
Read the sentence and circle the picture the sentence tells about.
Who wants to read the sentence?
Everyone read the sentence.

Frame 2

Look at the middle frame.
Read the first sentence and answer to yourself. Circle the answer.
Call on individuals to read.
Read the second sentence and circle the word that belongs in the sentence.
Note: Have children look at the illustration.

Frame 3

Look at the bottom frame.
Read the first sentence and answer to yourself. Circle the correct answer.
Who wants to read the sentence?
Read the second sentence and fill in the correct word that belongs in the sentence.
Someone read the sentence correctly.



Frame 1

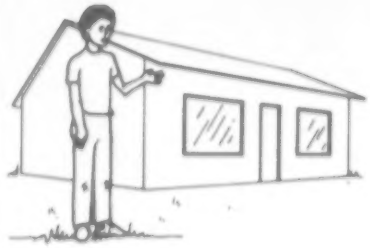
Look at the top frame.
Read the first sentence; circle the word that belongs in the sentence.
Who wants to read the sentence?
Read the second sentence to yourself.
Circle the word that belongs in the sentence.
Call on individuals to read.

Tin / Sin hóló.

Díí kin tin / sin bee hóló.

Frame 2

Look at the middle frame.
Read the first sentence and answer to yourself. Circle the correct answer.
Read the second sentence to yourself.
Circle the word that belongs in the sentence.
Who wants to read both sentences?

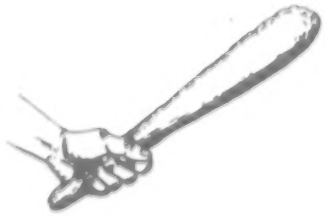


Díísh Kii át'é? aoo' / nidaga'

Kii kin / sin bee hóló.

Frame 3

Look at the bottom frame.
Read the sentence and circle the word that belongs in the sentence.
Call on individuals to read orally.
What does the sentence begin with? (a capital d)
What does the sentence end with? (a period)



Díí hał / ch'ał át'é.